Defiance College

Academic Year 2026-2027

Undergraduate and Graduate Academic Catalog

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

Edited by:

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With contributions from Barb Sedlock, M.L.S

2026-27 Defiance College

Undergraduate
Academic Calendar

Fall 2026 Semester	
Fall Matriculation Ceremony	Friday, August 21
Evening, Lab, and Online Classes Begin[1]	Monday, August 24
All Fall Classes Begin	Tuesday, August 25
Add/Drop Ends (1st Half Classes)	Friday, August 28
Add/Drop Ends (Full Term Classes)	Friday, August 28
Labor Day Holiday (College Closed)	Monday, September 7
Last Day to Withdraw (1st Half Classes)	Friday, September 25
Course Evaluation Period (1st Half Classes)	Monday, October 5 – Friday, October 9
Last Day of 1st Half Classes	Wednesday, October 14
Fall Break (No Classes; College Open)	Thursday, October 15 and Friday, October 16
2nd Half Classes Begin	Monday, October 19
Midterm Grades Due	Monday, October 19
1st Half Classes Grades Due by Noon	Tuesday, October 20
Add/Drop Ends (2nd Half Classes)	Friday, October 23
Last Day to Withdraw (Full Term Classes)	Friday, October 23
Spring Semester Registration and Advising Opens	Monday, October 26
Spring Semester Registration and Advising Ends	Friday, November 6
Last Day to Withdraw (2nd Half Classes)	Friday, November 20
Course Evaluation Period (Full Term Classes)	Monday, November 23 – Friday, December 4
Thanksgiving Break (College Closed)	Wednesday, November 25 – Friday, November 27
Course Evaluation Period (2nd Half Classes)	Monday, November 30 – Friday, December 4
Last Day of Classes	Friday, December 4
Final Examinations	Monday, December 7 – Thursday, December 10
Assessment Day (Faculty only; College Open)	Friday, December 11
Final Grades Due by Noon	Tuesday, December 15
College Closed for Christmas Break	Thursday, December 24 – Friday, January 1
Deadline to complete all requirements for December Graduation	Friday, January 15
Spring 2027 Semester	
Classes begin with required Jacket Journey Days	Monday, January 11 – Wednesday, January 13
All other Spring Classes Begin	Thursday, January 14
Martin Luther King, Jr. Day (College Closed)	Monday, January 18
Add/Drop Ends (Full Term & 1st Half Classes)	Friday, January 22
Presidents' Day (No Classes; College Open)	Monday, February 15
Last Day to Withdraw (1st Half Classes)	Friday, February 19
Course Evaluation Period (1st Half Classes)	Monday, March 1 – Friday, March 5
Last Day of 1st Half Classes	Friday, March 5
Spring Break (Offices Open)	Monday, March 8 – Friday, March 12
2nd Half Classes Begin	Monday, March 15
Midterm Grades Due	Tuesday, March 16
1st Half Grades Due by Noon	Tuesday, March 16
Add/Drop Ends (2nd Half Classes)	Friday, March 19

[1] Evening classes are defined as those that begin at 4 pm or later.

Last Day to Withdraw (Full Term Classes)	Friday, March 19
Summer and Fall Registration and Advising Opens	Monday, March 22
Holy Thursday (No Classes; College Open)	Thursday, March 25
Good Friday (College Closed)	Friday, March 26
Summer and Fall Registration and Advising Ends	Wednesday, April 7
McMaster Symposium & Colloquium (No Classes; College Open)	Wednesday, April 14
Course Evaluation Period (Full Term Classes)	Monday, April 19 – Friday, April 30
Last Day to Withdraw (2nd Half Classes)	Tuesday, April 20
Course Evaluation Period (2nd Half Classes)	Monday, April 26 – Friday, April 30
Last Day of Classes	Friday, April 30
Final Examinations	Monday, May 3 – Thursday, May 6
Assessment Day (Faculty only; Offices Open)	Friday, May 7
Grades Due for Graduating Students by Noon	Friday, May 7
Commencement	Saturday, May 8
Final Grades Due by Noon (for both full term and 2nd Half Classes)	Tuesday, May 11
Deadline to complete all requirements for May Graduation	Monday, May 31

Summer 2027 Semester - Session I (12-week) and Session II (8-week)

Session I (12-week) Classes Begin	Monday, May 17
Add/Drop Ends (Session I)	Thursday, May 20
Memorial Day (College Closed)	Monday, May 31
Session II (8-week) Classes Begin	Monday, June 7
Add/Drop Ends (Session II)	Thursday, June 10
Observation of Juneteenth (College Closed)	Friday, June 18
Independence Day Observance (College Closed)	Friday, July 2
Last Day to Withdraw (both Session I and II)	Friday, July 9
Last Day to Withdraw (Session II – 8-week)	Friday, July 16
Last Day of Session II (8-week)	Friday, July 30
Last Day of Session I (12-Week)	Friday, August 6
Session I and II Grades Due before Noon	Tuesday, August 10
Deadline to complete all requirements for Summer Graduation	Tuesday, August 30

2026-2027 Defiance College

Graduate Programs, RN to BSN, Organizational Supervision & Leadership
Academic Calendar

Fall 2026 Semester	
Fall Classes Begin	Monday, August 24
Add/Drop Ends (1st Half Classes)	Friday, August 28
Labor Day Holiday (College Closed)	Monday, September 7
Last Day to Withdraw (1st Half Classes)	Friday, September 25
Course Evaluation Period (1st Half Classes)	Monday, October 5 – Friday, October 9
Last Day of 1st Half Classes	Wednesday, October 14
Fall Break (No Classes; College Open)	Thursday, October 15 and Friday, October 16
2nd Half Classes Begin	Monday, October 19
1st Half Classes Grades Due by Noon	Tuesday, October 20
Add/Drop Ends (2nd Half Classes)	Friday, October 23
Spring Semester Registration and Advising Opens	Monday, October 26
Spring Semester Registration and Advising Ends	Friday, November 6
Last Day to Withdraw (2nd Half Classes)	Friday, November 20
Thanksgiving Break (College Closed)	Wednesday, November 25 – Friday, November 27
Course Evaluation Period (2nd Half Classes)	Monday, November 30 – Friday, December 4
Last Day of Classes	Thursday, December 10
Final Grades Due (2nd Half Classes) by Noon	Tuesday, December 15
College Closed for Christmas Break	Thursday, December 24 – Friday, January 1
Deadline to complete all requirements for December Graduation	Friday, January 15
Spring 2027 Semester	
Spring Classes Begin	Monday, January 11
Add/Drop Ends (1st Half Classes)	Friday, January 15
Martin Luther King, Jr. Day (College Closed)	Monday, January 18
Presidents' Day (No Classes; College Open)	Monday, February 15
Last Day to Withdraw (1st Half Classes)	Friday, February 22
Course Evaluation Period (1st Half Classes)	Monday, March 1 – Friday, March 5
Last Day of 1st Half Classes	Friday, March 5
Spring Break	Monday, March 8 – Friday, March 12
2nd Half Classes Begin	Monday, March 15
1st Half Grades Due by Noon	Tuesday, March 16
Add/Drop Ends (2nd Half Classes)	Friday, March 19
Summer and Fall Registration and Advising Opens	Monday, March 22
Holy Thursday (No Classes; College Open)	Thursday, March 25
Good Friday (College Closed)	Friday, March 26
Summer and Fall Registration and Advising Ends	Wednesday, April 7
McMaster Symposium & Colloquium (No Classes; College Open)	Wednesday, April 14
Last Day to Withdraw (2nd Half Classes)	Tuesday, April 20
Course Evaluation Period (2nd Half Classes)	Monday, April 26 – Friday, April 30
Last Day of Classes	Friday, May 7
Grades Due for Graduating Students by Noon	Friday, May 7
Commencement	Saturday, May 8

2nd Half Grades Due by Noon	Tuesday, May 11
Deadline to complete all requirements for May Graduation	Monday, May 31

Summer 2027 Semester - Session II (8-Weeks)

Memorial Day (College Closed)	Monday, May 31
Session II (8-week) Classes Begin	Monday, June 7
Add/Drop Ends (Session II)	Thursday, June 10
Observation of Juneteenth (College Closed)	Friday, June 18
Independence Day Observance (College Closed)	Friday, July 2
Last Day to Withdraw (Session II)	Friday, July 9
Last Day of Session II	Friday, July 30
Session II Grades Due before Noon	Tuesday, August 10
Deadline to complete all requirements for Summer Graduation	Tuesday, August 30

2026-2027 DEFIANCE COLLEGE ACADEMIC CATALOG

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INTRODUCTION TO DEFIANCE COLLEGE

Mission

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

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

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

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

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

Vision

As a mission-driven institution, Defiance College intentionally designs well-rounded and experiential learning opportunities that empower graduates to be career-ready, ethical, engaged, inclusive and adaptable in an ever-changing world. Defiance College: Regionally-ranked. Nationally recognized. Locally responsive.

Core Values

Student-Centered
Innovative
Career-Prepared
Inclusive
Relevant

Welcoming Campus Statement

Defiance College recognizes the value and worth of all individuals. We strive to create a culture in which every community member may discover their intellectual and personal potential. As an institution of higher education, we believe in embracing the worth, dignity, and safety of all people. We believe that when individuals are valued, they are also empowered to express themselves fully, thereby elevating their engagement and sense of belonging. As a college community, we are working to create, sustain, and develop an environment that embraces and welcomes differences and offers respect in words and actions. The campus community is invited to foster a vibrant environment—in alignment with our UCC tradition of an "Extravagant Welcome"—that values all perspectives, experiences, and ways of producing knowledge where all people can thrive in and out of the classroom.

Affiliation

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

Defiance College Educational Philosophy

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

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

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

Campus Covenant*

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

As a member of the Defiance College community…

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

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

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

GENERAL INFORMATION

Accreditation

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

Out of the above noted majors, Defiance College's offers two licensure programs through the State of Ohio. Students who successfully pass the State of Oho licensure requirements in Teacher Education are only eligible to teach in the State of Ohio. Prospective students may contact the Director of Education to assist in determining licensure requirements for other states. Students who successfully pass the State of Oho licensure requirements in Social Work may contact the Director of Social Work to assist in determining licensure requirements for other states or refer to materials on the college's website. Students who successfully pass the State of Oho

licensure requirements in Social Work may contact the Director of Social Work to assist in determining licensure requirements for other states or refer to materials on the college's website.

The Campus

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

Defiance College
701 N. Clinton St.
Defiance, OH 43512-1695
www.defiance.edu
419.784.4010 / 1.800.520.GODC

System of Academic Governance

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

History of Defiance College: 175 Years of Transforming Lives, Serving Communities and Defining The Future

1850-1899: The Foundations of Higher Learning

Defiance College traces its origins to March 23, 1850, when the Ohio General Assembly granted a charter for the establishment of the Defiance Female Seminary. To finance its development, the state allocated 1,283 acres of canal lands in Paulding and Defiance counties, which were subsequently sold. The trustees diligently pursued funding, and by early 1875, they secured nine acres of land north of the Maumee River, purchased from William Holgate.

After years of financial challenges, construction on Defiance Hall commenced in 1884, culminating in its completion by 1886. This iconic Queen Anne-style structure became the heart of the institution, which was at times referred to as Defiance Normal College, reflecting its role in training educators. The college offered collegiate, commercial, and normal education curricula, with tuition set at $1 per week.

The first graduating class of 1888 consisted of nine students—four men and five women—an early demonstration of the college's commitment to coeducation, which was uncommon for the period. Student life at the time was characterized by rigorous study hours, mandatory chapel attendance, and strict behavioral regulations, including rules governing social interactions between male and female students.

By the late 1880s, literary societies became central to student life, fostering oratorical and debating skills. However, enrollment fluctuated, and financial instability remained a concern. In 1896, John R. H. Latchaw assumed the presidency, ushering in a new era of growth. His vision expanded the liberal arts curriculum beyond its vocational roots, offering degrees in philosophy, science, literature, and the arts. These academic advancements laid the groundwork for Defiance College's evolution into a distinguished liberal arts institution.

1900-1949: Expansion, Adversity, and Resilience

The early 20th century marked a period of significant expansion in both academic and extracurricular activities. In 1900, Defiance College formed its first football team, marking the beginning of its rich athletic tradition. With additional financial support, the college acquired 13 additional acres in 1902, establishing the Holgate-Harley Athletic Field. This facility included a football field, baseball diamond, tennis courts, and a running track, enhancing student life.

That same year, President John R. H. Latchaw resigned, and Peter W. McReynolds, a former dean and professor, assumed leadership. Under his tenure, the college affiliated with the Christian Church in 1903, formally adopting the name The Defiance College. This affiliation expanded its student base, particularly from southwestern Ohio, and strengthened its financial position. Notably, the early 1900s saw the formation of men's and women's basketball teams and the establishment of the Women's Commission in 1904/5, which improved campus conditions for female students and led to the construction of Trowbridge Residence Hall.

The 1910s and 1920s saw further growth, including the completion of Weston Hall (1908) and Sisson Hall (1911) to accommodate an increasing student body. In 1909, Defiance College officially established its colors as purple and gold, and the Yellow Jacket was selected by students as the athletic mascot (1924), a few years after the first Homecoming (1920). By 1916, Defiance College earned accreditation, affirming its academic rigor. The Student Army Training Corps (SATC) operated during World War I, reflecting the institution's commitment to national service.

Despite financial challenges during the Great Depression, the college persevered. The stock market crash of 1929 forced difficult decisions, including the suspension of student publications. However, Defiance College remained deeply embedded in the community, providing teacher education programs to support local schools. Student enrollment fluctuated between 90 and 250, and financial constraints meant that faculty often received reduced salaries.

The onset of World War II led to a decline in male enrollment, as many students enlisted. However, the postwar era brought a surge of returning veterans benefiting from the G.I. Bill, reinvigorating campus life. By the late 1940s, traditions such as student newspapers and yearbooks resumed, marking a renewed era of prosperity.

1950-1999: Modernization and Institutional Growth

The second half of the 20th century was transformative for Defiance College. Under President Kevin McCann, the college expanded to 140 acres, adding key facilities such as the Anthony Wayne Library, Enders Student Union, and Kettering Genetics Center. McCann's relationship with President Dwight D. Eisenhower, dating back to 1946, brought national attention to Defiance College when President Eisenhower visited the campus in 1953 and 1963. Additionally, the college choir performed at Eisenhower's 1953 presidential inauguration.

Athletics flourished, with the football team achieving multiple perfect seasons between 1953 and 1969. Women's sports also gained traction, with the Women's Recreation Association forming in 1952. By the early 1970's, intercollegiate women's volleyball became the first officially recognized women's sport.

The 1960s were marked by activism and student engagement, with groups advocating for civil rights, peace, and environmental causes. New residence halls, including Whitney, McReynolds, and Pilgrim Halls, were constructed, and in 1967, the assets of Schauffler College were transferred to Defiance College, strengthening social work and religious education programs.

In the 1980s and 1990s, Defiance College introduced graduate programs, including the Master of Arts in Education (1991) and Master of Business Administration (1994). The decade also saw notable athletic success, including the women's basketball team reaching the NCAA Elite Eight multiple times. Major infrastructure developments included the construction of the Pilgrim Library (1993), the renovation of the old library into Hubbard Hall, the Justin F. Coressel Stadium (1994) and the construction of the Serrick Campus Center following the fire in Enders Student Union in 1997.

By the late 1990s, the college received national recognition for community service and character development, earning a place on the Templeton Foundation Honor Roll.

2000-2026: A Future of Innovation and Excellence

The 21st century has been characterized by innovation in academics, career preparation, and campus development. Under the leadership of President James T. Harris III (1994–2002), Defiance College experienced a significant transformation with a strong emphasis on service learning. During his tenure, the college established a nationally recognized service-learning program, integrating community engagement into the curriculum. This initiative garnered national attention, with Defiance College being listed among the top 25 service-learning programs in the country by *U.S. News & World Report* during Harris's presidency.

The college celebrated its sesquicentennial in 2000, commemorating 150 years of educational excellence. In 2002, the college received a transformative $6 million gift from the McMaster family, leading to the creation of the McMaster School for Advancing Humanity.

The McMaster Scholar Program (2003) was introduced to promote global research and service initiatives, and the McMaster Symposium Conference launched in 2005. Facility improvements included wireless internet access and the George M. Smart Athletic Center opened in 2012, bolstering student athletic experiences.

Under President Richanne C. Mankey (2016–present), Defiance College has secured over $8 million in grants to support scholarships, campus improvements, and student success initiatives. In 2021, the Jacket Journey Career Readiness Program was introduced, offering a comprehensive program and curriculum. The college further expanded academic offerings by partnering with the University of North Dakota in 2022 to establish engineering majors.

Most recently, in 2024, Defiance College rejoined the NAIA, enabling athletic scholarships and heightened academic standards. The launch of the DEFIne Your Future Program introduced a 25% tuition reduction for students, reinforcing the college's commitment to affordability and access. With a steadfast mission "To Know, To Understand, To Lead, and To Serve," Defiance College continues to shape future leaders, advance academic excellence, and uphold a legacy of transformation and service.

Traditions at Defiance College

Matriculation/Convocation Ceremony

Defiance College begins its new academic year with an opening convocation since at least the early 1900s. Often the current DC President would give remarks, but outside speakers were brought in also. One highlight occurring in 1956, then-U.S. Vice President Richard M. Nixon spoke at DC's fall convocation. The convocation evolved into a Matriculation ceremony serving not only to begin the new academic year but to formally welcome the incoming class.

Baccalaureate and Commencement Ceremony

DC's first Commencement in 1888 was held in the original Defiance Hall. By 1890 it had moved to Myers Opera House in town, but after Weston Hall opened in 1908, the ceremonies were held in its auditorium. After the construction of what is now the Weaner Center in the mid-1960s, Commencement and Baccalaureate were usually held in the gymnasium. In 2002, Baccalaureate was held in the Weaner Center, but Commencement took place on central campus, between Serrick Center and the Pilgrim Library. Faculty, seniors, and the platform party processed along Webster St. from Weaner to Serrick, and the faculty stopped as they reached Hubbard Hall to form an honor gauntlet for the graduating seniors to pass through on the way to their seats. This tradition has continued as Commencement returned to the Weaner Center in 2016.

Dr. Richard W. Stroede Distinguished Faculty Award

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

Homecoming

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

Messiah

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

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

Pilgrim Medal
The Pilgrim Medal was endowed by Board of Trustee Chair Edward M. Arnos, which "commemorates traits of character, judged by the College, to have been exemplified by him and the Pilgrims … reliance in self, pride in work, courage in conscience, faith in God" in 1961. The medal features a bust of a Pilgrim, with the College seal on the reverse. The bronze medal is awarded to a graduating senior, and the silver to alumni or citizens who exemplify the four traits. They are usually given annually during Commencement ceremonies.

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

Signing of the Incoming Class Banner
Records show this tradition started fairly recently, around 2006. Incoming first-year students were asked to sign scrolls or banners, affirming the DC Mission Statement after the Matriculation/Convocation ceremony. The banner is then displayed on campus.

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

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

College-Wide Policies

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

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

Defiance College does not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of: race, ethnicity, religion, national origin, sex, gender, gender identity/expression, sexual orientation, age, disability, genetic information, marital status, veteran status or any other protected category under applicable local, state, or federal law, including

protections for those opposing discrimination or participating in any grievance process on campus, with the Equal Employment Opportunity Commission, or other human rights agencies.

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

Harassment, Discrimination and Other Prohibited Conduct
The complete policy can be found online at https://www.defiance.edu/student-life/info/campus-safety-and-compliance.html

Defiance College is committed to providing an educational and employment environment that is free from Discrimination based on Protected Characteristics, Harassment, and Retaliation for engaging in protected activity.

The College values and upholds the equal dignity of all members of its community and strives to balance the rights of the Parties in the resolution process during what is often a difficult time for all involved.

To ensure compliance with federal, state, and local civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness in all aspects of the education program or activity, the College has developed policies and procedures that provide a prompt, fair, and impartial resolution of allegations of Protected Characteristic Discrimination, Harassment, or Retaliation.

Jurisdiction
The Policy applies to the College's Education Program and Activities, to conduct that takes place on property owned or controlled by the College, at College-sponsored events, and in any building owned or controlled by a College-recognized student organization.

The Policy may also apply to the effects of off-campus misconduct that limit or deny a person's access to College's Education Program or Activities. The College may also extend jurisdiction to off-campus and/or to online conduct when the conduct affects a substantial College interest.

A substantial College interest includes:

1. Any action that constitutes a criminal offense as defined by law. This includes, but is not limited to, single or repeat violations of any federal, state, or local law.
2. Any situation in which it is determined that the Respondent poses an immediate threat to the physical health or safety of any Student, Employee, or other individual.
3. Any situation that significantly impinges upon the rights, property, or achievements of others, significantly breaches the peace, and/or causes social disorder.
4. Any situation that substantially interferes with the College's educational interests or mission.

For disciplinary action to be issued for Title IX Sexual Harassment under the Policy, the Respondent must be a College Student or Employee at the time of the Formal Complaint. For allegations other than Title IX Sexual Harassment, the College may issue disciplinary action under the Policy if the Respondent was a College Student, or Employee at the time of the alleged misconduct. If the Respondent is unknown or is not a member of the College community, the Nondiscrimination Coordinator will offer to assist the Complainant in identifying appropriate institutional and local resources and support options and will implement appropriate supportive measures and/or remedial actions (e.g., trespassing a person from campus). The College can also assist in contacting local or institutional law enforcement if the individual would like to file a police report about criminal conduct.

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

When a party is participating in a College Credit Plus (CCP) program, the College will coordinate with the party's home institution to determine jurisdiction and coordinate providing supportive measures and responding to the Notice under the appropriate policy and procedures based on the allegations and identities of the Parties.

When the Respondent is enrolled in or employed by another institution, the Nondiscrimination Coordinator can assist the Complainant in contacting the appropriate individual at that institution, as it may be possible to pursue action under that institution's policies.

Similarly, the Nondiscrimination Coordinator may be able to assist and support a Student or Employee Complainant who experiences Discrimination in an externship, study abroad program, or other environment external to the College where Sexual Harassment or nondiscrimination policies and procedures of the facilitating or host organization may give the Complainant recourse. If there are effects

of that external conduct that impact a Student or Employee's education or employment environment, those effects can often be addressed remedially by the Nondiscrimination Coordinator if brought to their attention.

Prohibited Conduct

Students and Employees are entitled to an education and employment environment that is free of Discrimination, Harassment, and Retaliation. The Policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane, but controversial or sensitive, subject matters protected by academic freedom. See full policy on the website for complete definitions at https://www.defiance.edu/student-life/info/campus-safety-and-compliance.html

Nondiscrimination Team Contacts

The Vice President for Student Affairs serves as the Nondiscrimination Coordinator to coordinate the College's compliance with federal, state, and local civil rights laws and ordinances and the Defiance College's policy on harassment, discrimination and other prohibited conduct.

For All Discrimination and Harassment allegations:

Nondiscrimination Coordinator
Lisa Marsalek
Vice President and Dean of Student Affairs
Office of Student Life
128 Hubbard Hall
701 N Clinton St Defiance OH 43512
(419)-783-2587
lmarsalek@defiance.edu

Trained Deputy Coordinators who can also offer assistance are available in the following offices:
For Employees:
Mary Burkholder, Director of Human Resources
106 F Defiance Hall, 701 N. Clinton St., Defiance, OH 43512
(419) 783-2360 or mburkholder@defiance.edu

For Students:
Matthew Gehring, Assistant Athletic Director for Compliance, Facilities, and Internships
105H McMaster Center, 701 N. Clinton St., Defiance, OH 43152
(419) 783-2378 or mgehring@defiance.edu

Jennifer Walton, Associate Dean for Student Belongingness and Director of Residence Life
132 Hubbard Hall, 701 N. Clinton St, Defiance., OH 43512
(419) 783-2563 or jwalton@defiance.edu

Concerns about the College's application of the Policy and compliance with certain federal civil rights laws may be addressed to:

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

Denver Office
Office for Civil Rights
U.S. Department of Education
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582
Telephone: 303-844-5695

FAX: 303-844-4303; TDD: 800-877-8339
Email: OCR.Denver@ed.gov

Fair Housing and Equal Opportunity (FHEO)
U.S. Department of Housing and Urban Development
Region 5 - Midwest
77 West Jackson Boulevard, Room 2101
Chicago, IL, 60604
Email: complaints_office_05@hud.gov

For allegations of Employee-on-Employee misconduct, contact the Equal Employment Opportunity Commission (EEOC).

EEOC Regional Office
Anthony J. Celebrezze Federal Building, 1240 East 9th Street, Suite 3001
Cleveland, OH, 44199
Phone: 216-306-1120; Fax 216-522-7395

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

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

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

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

Grievances related to disability status and/or accommodations will be addressed using the procedures below.

1. Students with Disabilities

Defiance College is committed to providing qualified students with disabilities with reasonable accommodations and support needed to ensure equal access to the academic programs, facilities, and activities of the College. All accommodations are made on an individualized basis. A student requesting any accommodation should first contact the Accessibility Services Coordinator, who coordinates services for students with disabilities. The Accessibility Services Coordinator using documentation provided by the student and, in consultation with the student, determines which accommodations are appropriate for the student's particular needs and academic program(s) in accordance with Recipient's applicable policies.

2. Employees with Disabilities

Pursuant to the ADA, Defiance College will provide reasonable accommodation(s) to all qualified employees with known disabilities when their disability affects the performance of their essential job functions, except when doing so would be unduly disruptive or would result in undue hardship to the College. An employee with a disability is responsible for submitting a request for an accommodation to the Director of Human Resources and providing necessary documentation. The Director of Human Resources will work with the employee's supervisor to identify which essential functions of the position are affected by the employee's disability and what reasonable accommodations could enable the employee to perform those duties. Students, staff, administrators, and faculty are entitled to an employment and educational environment that is free of discriminatory harassment. Defiance College's harassment policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane but controversial or sensitive subject matters protected by academic freedom. The sections below describe the specific forms of legally prohibited harassment that are also prohibited under College policy. When speech or conduct is protected by academic freedom and/or the First Amendment, it will not be considered a violation of College policy, though supportive measures will be offered to those impacted. All policies encompass actual and/or attempted offenses

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

signed by the complainant. The Ohio Department of Higher Education allows for submission of written signed complaints. Information can be found at https://highered.ohio.gov/students/current-college-students/student-complaints/submit-complaint

College Facilities

Hubbard Hall/McCann Center

Hubbard Hall began life as the Anthony Wayne Library. U.S. President Dwight D. Eisenhower came to campus to lay the cornerstone for the building in October 1953, which can still be viewed in the Student Life office area. This corner of the building was originally the entrance. In 1965, the Kevin McCann Study Center was added onto the east side of the original library, and the entrance moved to the center of the two halves of the building. The original entrance was covered and converted into a small museum room commemorating Eisenhower. The McCann addition doubled the library's floor space. The patio behind the building was originally designated as the Ruth McCann Reading Court. In 1993, after the Pilgrim Library was built to house a growing book collection, work started on remodeling the former library for other purposes. Renovations were made possible by a donation from the Hubbard family. On October 12, 1996, a ribbon-cutting ceremony was held for Hubbard Hall, and final renovations were completed in 2001. The building originally contained areas for fitness and aerobics, lounge and game room, student organization and staff offices, and the campus bookstore. The Hive snack bar was relocated from Enders Student Union and had its grand opening in November of 1996. In 2024, the reading court was remodeled into the Phillips Patio to provide recreational space for students. Today, Hubbard Hall houses Student Life offices, the Swarm Shop, the Hive, the Commuter Lounge, additional lounge space and game room, and the college mailroom.

Justin F. Coressel Stadium

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

McMaster Center

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

President's House

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

Serrick Campus Center

After a fire in the Enders Student Union in 1997, plans were made for a new student union building. Construction was announced to begin in the summer of 1998, and the new building would be named for the Serrick family. Architects were The Collaborative, Inc., of Toledo. Enders continued to be used as the Union until Serrick was completed, and then was demolished. Dedication ceremonies for Serrick took place in May of 2000. Lead contributor Robert Serrick cut the ribbon, assisted by DC President James Harris. The building then, as now, houses dining facilities, meeting rooms, the Buchman Board Room, the Cultural Arts Center, computer

classrooms, the Hubbard banquet room, and offices for Admissions and Financial Aid, and the Office of Public Relations and Marketing.

George M. Smart Athletic Center

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

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

St. John United Church of Christ

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

Karl H. Weaner Community Center

The gymnasium in Sisson Hall had become outdated by the 1960s. DC Trustees authorized architects Richards, Bauer and Moorhead of Toledo to create engineering drawings for the proposed Physical Education Center in 1963. It was planned as the first part of a three-unit building, with future units to include a swimming pool and physical education classrooms. The gymnasium was to have a seating capacity of 2,000, and areas were planned for three locker rooms, weight lifting, and facilities for men's and women's physical education classes. At the same time, the pond was constructed near the athletic fields in order to have irrigation water when needed. The cornerstone was laid in May of 1964 by former DC football coach Vic Rowen of San Francisco State College. Rowen's 1953 team was the only undefeated, untied team in Ohio that year. Cleveland Indians pitching great Bob Feller spoke at the building's dedication in May, 1966. The new building became the largest indoor meeting place in the area, and from the beginning was planned to also house cultural events, such as symphony concerts, theater productions, and pop groups, such as the Beach Boys in 1967. It has been called different names over the decades, such as the Physical Education Center, and the College Community Center. In September 1993, the building was renamed in honor of long-time Trustee and College Attorney Karl H. Weaner. The original gymnasium bleachers were replaced by more modern ones in 2012. Today, the main gymnasium hosts men's and women's basketball and volleyball games, as well as banquets, concerts, and dances. In 2018, work was begun to build additional locker rooms and renovate restrooms and other spaces.

Academic Facilities

Art Center and Women's Commission Art Gallery

Prior to this building, the art department had been housed in Trowbridge Hall, a former student residence. Ground was broken for the new Art Center as an extension of Dana Hall on September 11, 1970. The new facility included a gallery, photography labs, faculty offices, and studios for sculpture, ceramics, painting, crafts, and graphics. The Art Center was completed by the time classes began in September 1971. The Defiance College Women's Commission pledged to raise $25,000 towards the new gallery, the largest amount the group ever raised since it was founded in 1904. The gallery's formal opening was held on Sunday, September 26, 1971, with a sculpture and jewelry exhibit. The Women's Commission also funded repairs and beautification of the courtyard in 2000-2002. In addition to displaying art, the gallery has also been used for lectures and receptions.

Carma J. Rowe Science Hall

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

Dana Hall and Schomburg Auditorium

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

Defiance Hall

The original 1886 Defiance Hall was damaged by fire in 1965 and demolished to make way for the present building. Donations for the rebuild were made before the fire in the old building was even put out. The architects of the present building were Richards, Bauer and Moorehead of Toledo. Federal grants, donations, and insurance money from the fire helped finance the $1.2 million cost. The cornerstone was ceremonially placed during the October 1968 Board of Trustees meeting, and the official opening was held during Homecoming weekend a few weeks later, with the public invited to an open house and tour on November 3. Defiance Hall originally housed the mailroom, a curriculum center laboratory, a stage with special lighting for the speech department, specialized language classrooms, as well as faculty and administrative offices and general classrooms. Today, Defiance Hall continues as the administrative center for campus, housing offices of the President, Vice President for Academic Affairs, Human Resources, Business Office, the Testing Center, and Institutional Advancement. The building houses members of the Business and Accounting and Teacher Education programs, and the Autism Studies program.

Mikula-Frey STEM Research Hub

This building began life as the Kettering Genetics Center, which was built when the Charles F. Kettering Foundation provided a grant in 1962 to fund Dr. Bernard Mikula's research on corn genetics. C.F. Kettering, Jr. visited campus in October 1963 to oversee the completion. The original facility included a growth chamber, a workroom, an animal room, and an office for Dr. Mikula. The informal name around campus for the building became "the greenhouse." In 2016, an initiative to raise funds for renovation began, to provide dedicated lab space for senior projects and independent research, and also funding to enable students to travel to conferences to present their research. The renovated facility was renamed the Mikula-Frey Science Center, to also honor Dr. James Frey, Mikula's colleague, a DC alumnus and biology professor from 1961 until his death in 1996. In 2019, Defiance College received an additional grant to further renovate the space with furnishings and technology. The space is known as the Mikula-Frey STEM Research Hub.

Pilgrim Library

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

the Ohio courthouse painting collection that were placed in the new building. The paintings were purchased by Harold and Helen McMaster and donated to the College. While originally the building housed only Library functions, student needs and technology changes have required the reallocation of furnishings and space. Besides the Library staff and resources, the Pilgrim Library now houses additional offices: Registrar, Academic Support Center and Writing Studio, the Institute for Career Readiness and Lifelong Learning, E-Sports, Computer Services, the Institute for Pre-Health and Wellness Studies, and the offices of the McMaster School for Advancing Humanity.

Schauffler Hall

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

Tenzer Hall

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

Student Housing Facilities

Grand Avenue Apartments

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

On-Campus Houses

The College owns a number of houses adjacent to the campus and makes some of these available for housing for upper-class students.

Jacket Suites

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

McReynolds Hall

Contracts for the new residence hall were awarded in November 1965; the architects were Richards, Bauer and Moorehead of Toledo. Financing was arranged so that the building would be leased by the contractor to the College for its first 25 years. Once construction was completed in fall 1966, the students living in the 1905 Trowbridge Hall and in temporary house trailers were moved into the new facility. The building was named for the McReynolds family: Rev. P.W. McReynolds, DC's President from 1902 until he and his wife were killed in a car-train crash in 1917; and P.W.'s nephew Dr. L. Ward McReynolds, alumnus, professor, and holder of multiple administrative offices and for 17 years, DC's alumni secretary. Ward McReynolds assisted in the dedication and laying of the cornerstone ceremonies. The Defiance College Women's Commission has provided funds for redecoration and enhancements to the building many times over the decades. Today, McReynolds has the capacity to house approximately 240 first-year students.

Whitney Hall

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

ADMISSIONS

Location: Serrick Campus Center
1-800-520-GODC or 419-783-2359
admissions@defiance.edu

Defiance College ACT Code: 3264
Defiance College SAT Code: 1162

Campus Visit

Prospective students and their families are strongly encouraged to visit. The Office of Admissions offers a variety of scheduled campus visitation days or individual visit based on the needs and interests of the prospective student. Individual or group visits may be scheduled on-line at www.defiance.edu/admissions or by contacting the Office of Admissions at 1-800-520-GODC or 419-783-2359. The office may also be reached by e-mail at admissions@defiance.edu. Directions to the campus, hotel and restaurant information along with sites of local interest are available on the Defiance College website or upon request.

How to Apply

Prospective students may apply on-line at the admissions pages of Defiance College's website at www.defiance.edu/apply or via The Common Application at http://www.commonapp.org. Application materials and information can also be obtained by contacting the Office of Admissions by phone at 1-800-520-GODC or 419-783-2359; e-mail at admissions@defiance.edu; or fax at 419-783-2468.

When to Apply

Defiance College has a rolling admission policy and accepts applications for admission throughout the calendar year. Candidates are encouraged to apply for admission at the earliest possible date, and no later than one month prior to the expected date of enrollment. An early application provides optimal opportunity for scholarship and grant consideration, course selection, and campus housing. High school students are encouraged to apply in the fall of their senior year. Applications are accepted for the fall, spring or summer sessions. Please note, for certain scholarships and grants beginning on page 39 a deadline of March 1st exists, unless otherwise noted.

Admission Requirements and Procedures for New Students

The following are required to complete the application process:

1. A completed Defiance College application for admission.
2. Defiance College is test-optional. Students intending to major in Biology, Molecular Biology or Exercise Science (pre-professional track only) may be asked to take a free on-site ACT examination for advising and course placement purposes after

a review of their high school transcript. Applicants can self-report their ACT or SAT scores by sending a screenshot that includes the composite score(s) and all sub scores as well as their name. Defiance College will use a super score to determine admission.

3. An official high school transcript sent directly from the high school, or test results from the General Educational Development Test (GED).
   It is recommended that students complete a college preparatory curriculum including:
   a. English —four units
   b. Mathematics — three units
   c. Science — three units
   d. Social Studies — two units
   e. Foreign Language — two units of the same language
   f. Visual and/or Performing Arts — one unit
4. For applicants with a cumulative high school GPA of under a 2.6, a personal statement is required for review and consideration by the Academic Review Committee. The personal statement should address the circumstances that impacted high school performance and why the student believes Defiance College is a place they can succeed.
5. Home schooled students are expected to complete the college preparatory units listed in the admissions criteria section, substantiated by supporting documentation from an approved home school association or local school district.

Admission Requirements and Procedures for Transfer Students

The following are required to complete the application process:

1. A completed Defiance College application for admission.
2. Cumulative GPA from the most recent college/university of 2.0. Students with lower GPA's will be reviewed by Admissions Review Committee.
   a. Unofficial transcripts may be submitted and used for preliminary credit evaluations. Final credit evaluation requires an official transcript
   b. Unofficial credit evaluations will occur within 48 hours of application, except teacher education majors, which may take up to 72 hours. During December and summer, the timeline for evaluations may be longer and will be communicated with the applicant.
3. Defiance College is test-optional for applicants. Students intending to major in Biology, Molecular Biology or Exercise Science (pre-professional track only) may be asked to take a free on-site ACT examination for advising and course placement purposes after a review of their high school transcript. Applicants can self-report their ACT or SAT scores by sending a screenshot that includes the composite score(s) and all sub scores as well as their name. Defiance College will use a super score to determine admission and scholarships.
4. Defiance College only requires high school transcripts if you have less than 30 college/university credits. Otherwise, an official high school transcript sent directly from the high school, or test results from the General Educational Development Test (GED).
   It is recommended that students complete a college preparatory curriculum including:
   a. English —four units
   b. Mathematics — three units
   c. Science — three units
   d. Social Studies — two units
   e. Foreign Language — two units of the same language
   f. Visual and/or Performing Arts — one unit
5. All official transcript from each college and university attended sent directly from the institution(s) to the Defiance College Office of Admissions at admissions@defiance.edu.
6. For applicants with a cumulative college under a 2.6, a personal statement is required for review and consideration by the Academic Review Committee. The personal statement should address the circumstances that impacted college performance and why the student believes Defiance College is a place they can succeed.

Admission Requirements for New International Students*

The following are required to complete the application and enrollment process.

Defiance College SEVIS Code: CLE214F00437000

1. A completed Defiance College International Student Application for Admission.
2. Official transcripts of all secondary and post-secondary grades and course work. If these transcripts are not in English, a certified translation must be provided. Additionally, transcripts must be submitted for independent evaluation of equivalency by an acceptable credential evaluation agency such as World Education Services and the Office of International Education Services of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The evaluation is at the student's expense.
3. An official score report of English Language proficiency. Score thresholds are: TOEFL 79iBT; 550 iPT; IELTS6.0, or Duolingo 105. The language proficiency requirement is waived for students who earned their high school diploma from predominately English-speaking countries.
4. Defiance College is test optional for ACT/SAT score submission. Biology, Molecular Biology or Exercise Science (pre-professional track only) may be asked to take a free on-site ACT examination for advising and course placement purposes after a review of their high school transcript.
5. Upon admission to Defiance College via a letter, the following will be required before enrolling:
    a. Official evidence of adequate means of financial support by submission of an original or certified copy of the Document of Financial Resources. This allows for the I-20 to be issued.
    b. Upon the I-20 issuance, students must pay the SEVIS I-901 fee and apply for an F-1 student via from the US Consulate Office. After issuance of the F-1 visa, a copy should be sent to admissions@defiance.edu.
    c. A signed copy of the International Student Understanding Agreement. Additional information may be obtained at the Immigration and Naturalization Service's website: www.ins.gov or by calling the INS Service Center at 1-800-375-5283.
6. Per US law, students may not enter the US more than 30 days prior to the start date of classes as issued on the I-20.
7. International students must pay, in full, deposit, tuition, room and board by the payment due dates as published on student billing statements. Enrollment in a future semester may be denied if a student's account is not paid in full.

*International students may not be conditionally admitted.

Admission Requirements for Transferring International Students*

The following are required to complete the application and enrollment process.

Defiance College SEVIS Code: CLE214F00437000

1. A completed Defiance College International Student Application for Admission. Students transferring from another US college or university must have a cumulative GPA of 2.0.
2. Official transcripts of all secondary and post-secondary grades and course work. If these transcripts are not in English, a certified translation must be provided. Additionally, transcripts must be submitted for independent evaluation of equivalency by an acceptable credential evaluation agency such as World Education Services and the Office of International Education Services of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The evaluation is at the student's expense. If transferring from a US college or university, Defiance College will waive the secondary school transcript requirement.
3. An official score report of English Language proficiency. Score thresholds are: TOEFL 79iBT; 550 iPT; IELTS6.0, or Duolingo 105. The language proficiency requirement is waived for students who earned their high school diploma from predominately English-speaking countries.
4. Defiance College is test optional for ACT/SAT score submission. Biology, Molecular Biology or Exercise Science (pre-professional track only) may be asked to take a free on-site ACT examination for advising and course placement purposes after a review of their high school transcript.
5. Completion of the Defiance College Transfer Form completed by the student and the other institution's Designated School Official (PDSO or DSO). This document must be sent directly from the DSO to admissions@defiance.edu.
6. Upon admission to Defiance College via a letter, the following will be required before enrolling:
    a. Official evidence of adequate means of financial support by submission of an original or certified copy of the Document of Financial Resources. This allows for the I-20 to be issued.

b. Upon the I-20 issuance, students must pay the SEVIS I-901 fee and apply for an F-1 student via from the US Consulate Office. After issuance of the F-1 visa, a copy should be sent to admissions@defiance.edu.
c. A signed copy of the International Student Understanding Agreement. Additional information may be obtained at the Immigration and Naturalization Service's website: www.ins.gov or by calling the INS Service Center at 1-800-375-5283.

7. Per US law, students may not enter the US more than 30 days prior to the start date of classes as issued on the I-20.
8. International students must pay, in full, deposit, tuition, room and board by the payment due dates as published on student billing statements. Enrollment in a future semester may be denied if a student's account is not paid in full.

***** International students may not be conditionally admitted.

Admission Requirements and Procedures for Defiance College Center for Adult Programs (DC CAP)

DC CAP is a bachelor's degree option for working professionals who aspire to finish their degrees through a program that is easy to navigate, affordable, and supportive of student success. It is intended for those who have earned an Associate's degree at another accredited college or university. Courses are offered in 8-week terms year-round, and are offered 100% online or hybrid.

The following are required to complete the application process:

1. A completed Defiance College application for admission.
2. An unofficial transcript from the college or university.
3. An associate degree from an accredited college or university.
4. If an applicant has less than 60 hours of college credit, evaluation of the courses taken will be done and options provided to complete an associate degree at DC and then complete the four year degree.
5. All official transcript from each college and university attended sent directly from the institution(s) to the Defiance College Office of Admissions at admissions@defiance.edu for enrollment.

Additional Admission Requirements for Specific Academic Programs

Beyond the above requirements for admission into Defiance College, specific majors may also have additional requirements due to articulation or consortia agreements. Please check with program directors with questions.

For Autism Spectrum Disorder (ASD) Affinity Program

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

- Are age 18-24 at initial enrollment;
- Have a documented diagnosis of autism spectrum disorder (DSM-5); autistic disorder, Asperger's disorder, or pervasive developmental disorder not otherwise specified (PDD-NOS) (DSM-IV-TR) (as indicated by a psychological evaluation);
- Have an average intellectual ability (e.g., intelligence quotient › 80 as determined by intelligence testing);
- Meet the Defiance College academic admissions requirements.

Please note: Consideration for admission to the ASD Affinity Program also requires completion of the separate Defiance College Application for Undergraduate Admission and the following requirements:

- Are independent with self-care and hygiene skills (e.g., bathing, oral hygiene, shaving);
- Are independent with all medication administration;
- Are able to stay overnight independently (that is, at least one night alone) and complete all necessary daily living skills;
- Have no documented incidents of aggressive behavior toward others or self-harm within the last five years.

Application procedures and required materials must be submitted to the Defiance College Office of Admissions in order for ASD Affinity Program applicants to receive full consideration by the admissions committee. Please submit any paper documents via fax to 419-784-4101; scan and email to autism@defiance.edu; or mail to Clarissa Barnes, ASD Affinity Program, 701 N. Clinton Street, Defiance, OH 43512.

1. Defiance College ASD Affinity Program Application. This includes student and parent performance level ratings (functional daily living, social skills, and emotional well-being assessment);
2. Defiance College Application for Undergraduate Admission;

3. Current psychological evaluation, results from intelligence and achievement testing (*Results should include subtest scores and a detailed narrative);
4. Most recent individualized educational plan (IEP) if applicable;
5. Two letters of reference from high school teacher, counselor, and/or principal, and;
6. Complete an on-campus assessment with the Hench Autism Studies Program Director.

For the Engineering Program (in agreement with the University of North Dakota)

Defiance College offers a dual degree program with the University of North Dakota in Electrical and Civil Engineering. While at Defiance College, students major in math, earning a Bachelor of Science in Math. Study at the University of North Dakota is 100% online with the exception of lab work for the civil engineering degree in two, short summer terms. Students pay their tuition as stated in the Catalog to Defiance College as part of this agreement; Defiance College pays UND for courses out of this tuition. Students wishing to earn a dual degree need to do the following:

1. Fill out Declaration of Major form at DC indicating Dual Degree Engineering as major. Students at Defiance College major in Math.
2. Apply to the University of North Dakota (UND) the semester prior to beginning coursework. An application fee is required by UND. Under Student Type, please select Rize-Dual Degree Program Track.
3. Upon acceptance into UND, Defiance College will assign an advisor to ensure advising of both programs.
4. Students must maintain a 2.0 cumulative GPA while enrolled at UND.
5. Each institution is responsible for all policies and procedures governing their courses and the student experience. This includes all state and federal requirements.

Graduate Programs - How to Apply

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

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

Graduate Programs - When to Apply

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

Admission Requirements and Procedures for Graduate Programs

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

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

Additional Information for Law Enforcement Intelligence Graduate Certificate Applicants:

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

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

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

Additional Requirements for Master of Arts in Education Applicants:

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

Graduate Programs Admission Requirements for International Students

The following are required to complete the application process:

1. A completed Defiance College application for admission.
2. Official transcripts of all post-secondary grades and course work. If these transcripts are not in English, a certified translation must be provided. Foreign transcripts must be submitted for independent evaluation of equivalency by an acceptable credential evaluation agency. World Education Services and the Office of International Education Services of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) are two acceptable credential evaluation agencies. Contact the Defiance College Office of Admissions for additional information. The evaluation will be at the student's expense. If only one original is available, a copy attested to or certified by the institution may be submitted. In addition, international students must have earned a degree that is equivalent to the American bachelor's degree. For example, some bachelor's degrees are based on three-year programs and are not considered equivalent to the U.S. bachelor's degree. Completion of upper secondary or high school education is not equivalent to a U.S. bachelor's degree. Applicants must show the completion of the equivalent of four full years of postsecondary education in order to qualify for graduate admission at Defiance College.
3. International students must have earned a 3.0 GPA (on a U.S. 4.0 scale) or comparable grade point average in upper division (junior and senior level) work and in any graduate work already completed. In addition, an undergraduate GPA of 2.75 or above on a 4.0 scale is required.
4. An official score report of the Test of English as a Foreign Language (TOEFL). English language proficiency must be demonstrated by a minimum score of 550 (paper) or 213 (computer-based) or 80 (Internet Based). Information on this test can be obtained at www.ets.org/toefl. The TOEFL requirement is waived for students who earned their bachelor's degree from predominately English speaking countries.
5. Official evidence of adequate means of financial support by submission of an original or certified copy of the Document of Financial Resources.
6. A signed copy of the International Student Understanding Agreement. Additional information may be obtained at the Immigration and Naturalization Service's website: www.ins.gov or by calling the INS Service Center at 1-800-375-5283.

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

International Graduate Student Application and Payment Deadlines

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

Admission Decisions – All Students

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

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

1. Full Admission in Good Standing.
2. Conditional Admission: The Academic Review Committee evaluates all applicants to the first-year class who fail to meet the minimum admission criteria noted above and make a recommendation on the appropriate status for each candidate. First-year students who demonstrate ability and motivation to achieve academic success may be granted conditional admission. Students granted conditional admission are required to participate in provisions established by Defiance College to promote academic success. These provisions may include enrollment in specific classes, a mentor, a selected advisor, and engagement in designated services and programs.
3. Admission on Academic Probation (for transfer student applicants): The Academic Review Committee evaluates all transfer student applicants who fail to meet the minimum admission criteria and make a recommendation on the appropriate status for each candidate. Transfer students who demonstrate ability and motivation to achieve academic success may be granted admission on academic probation and are expected to earn a 2.00 or higher grade point average in the first semester of enrollment.
4. Provisional Admission: In some cases, students will be given provisional admission based on self-reported information or unofficial documents pending receipt of official documentation to complete their application file. If official documentation arrives in the time period allowed, and is consistent with prior information, the student will be granted full admission in good standing or conditional admission as appropriate.
5. Denied Admission: If the Academic Review Committee recommends denial of admission to Defiance College, the applicant may appeal such a decision in writing to the Vice President for Enrollment Management with relevant additional information indicating ability and motivation to achieve academic and social success. The decision of the Vice President for Enrollment Management is final.

Admission for Non-Degree Seeking Students

Individuals interested in taking courses at Defiance College who do not wish to work toward a degree may be permitted to enroll as a non-degree seeking student. A student may enroll in a maximum of 30 credit hours under this status. Non-degree seeking students are expected to apply for admittance through the Office of Admissions in order to become a degree-seeking student. Applicants must have a minimum of a 2.0 cumulative GPA after completing at least 12 credit hours.

Defiance College Academy

Defiance College Academy (DC Academy) is a program intended for recent high school graduates who desire to attend college, but have not done so. This program allows students to take 15 college credit courses that prepare them for college or career readiness. The program, divided into two-eight week terms, also offers students the full residential college experience.

College Credit Plus (CCP) for High School Students

Defiance College participates in the College Credit Plus Program by partnering with a select number of local high schools. This program permits students to complete college course work for high school and/or college credit at Defiance College. To participate in the program, a student must have a cumulative high school GPA above a 2.4. In addition, students must have written approval from their parent or guardian and be attending full-time a high school in the state of Ohio. Full college credit will be awarded for all courses satisfactorily completed according to the College's established requirements and procedures. Courses completed will be applied toward degree requirements if the student enrolls at Defiance College after high school graduation.

Application Procedure:

1. Complete Defiance College's CCP Program application signed by student, parent/guardian, and high school guidance counselor;
2. An official high school transcript stating cumulative grade point average and class rank; and
3. A copy of the school district's "Intent to Participate in the CCP Program" form, completed by the student, parent/guardian, and high school guidance counselor.

For more information on how to enroll in the College Credit Plus Program at Defiance College, please contact the Office of Admissions at admissions@defiance.edu or 419-783-2359.

Guest/Transient Student Admission

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

1. A completed transient student application form (available from the Registrar's Office).
2. A statement of approval from the student's home institution.

Re-Admission at Defiance College

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

Re-Enrollment at Defiance College

Students who have withdrawn from the College or have failed to maintain continuous enrollment for more than one semester must complete a re-enrollment application with the Admissions Office. Upon approval of application material, the Registrar's Office will notify the student regarding updated advising information and degree program progress. Students that have been absent from Defiance College for one calendar year may be placed under the general education requirements to complete their degree program and will be notified upon re-enrollment. The following are required to complete the application for re-enrollment:

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

Veteran Student Admission

Defiance College welcomes applications from veterans who have graduated from high school or obtained a GED certificate for DC's undergraduate programs and welcomes applicants from veterans who have graduated from a four-year regionally accredited college or university. Along with submitting the application and the appropriate application materials, veterans must submit proof of honorable discharge (DD-214) from the armed forces along with a copy of the Certificate of Eligibility. Once enrolled, veterans will work closely with the School Certifying Official in the Registrar's Office and the Veteran, Transfer, and Adult Student Support Coordinator on matters relating to veterans' affairs. Defiance College aligns military credit with the Joint Services Transfer agreement and service will be evaluated for course credit by the Registrar. Defiance College is proud to be an Ohio Purple Star designee and as such allows veterans priority registrations each term as notified by the Registrar. Additionally, veterans who are graduating each year are recognized during the annual Honors Night Symposium with red, white and blue cords.

FINANCIAL INFORMATION

Student Accounts

Location: Defiance Hall, Room 213

Phone: 419-783-2339

Email: studentaccounts@defiance.edu

College Charges

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

Tuition Per Semester 2026-2027:

Tuition (12-18 credits per semester)	$14,250.00
Part-time, Undergraduate Tuition:	$610.00 per credit hour
Summer tuition is charged at the per-credit rate regardless of the number of credits enrolled.	
Overload: (over 18 credits per semester)	$610.00 per credit hour
Graduate Tuition:	$525.00 per credit hour
International Student Residential	$8,750.00
International Student Commuter	$7,000.00
Bachelor of Science in Nursing (BSN) Degree Completion Program	$275.00 per credit hour
Org. Supervision and Leadership (OSL) Degree Completion Program	$375.00 per credit hour
Senior Citizen Tuition (per course)	$180.00
Audit Fees (per hour)	$145.00
Affinity Program Supplemental Fee	$1,550.00 per semester for those enrolled in the ASD Affinity Program

Full-Time Fees (does not apply to RN to BSN or OSL students)

Deposit (Full-time students)	$150.00 for domestic students, $500 for international students
General Student Fee	$550 per semester

Part-Time Fees (does not apply to RN to BSN or OSL students)

General Student Fee	$100.00 per semester
Technology Fee	$110.00 per semester

Room and Board Charges

Residential Fee:	$184.00
McReynolds/Whitney Hall	$3,355.00 per semester
Jacket Suites	$3,600.00 per semester
Grand Avenue	$4,350.00 per semester
DC Owned Houses	$4,550.00 per semester
Super Single up charge	$1,040.00 per semester

Meal Plan: (If a resident student, meal plan is required unless residing in Grand Ave or a DC owned house)

19 meals + $150/Semester Munch Money	$3,331.00 per semester
14 meals + $200/Semester Munch Money	$3,266.00 per semester
10 meals + $275/Semester Munch Money	$3,201.00 per semester

Course Fees

Art		ART 215	$45
ART 110, 111, 112	$50	ART 220, 230, 240	$75

ART 295	$25
Business:	
BUS 260	$33
Biology:	
BIO 113	$90
BIO 120, 222, 238	$75
BIO 129, 490	$100
BIO 235, 236, 357, 367	$150
Chemistry:	
CHEM 113	$90
CHEM 123, 124, 233, 234	$75
CHEM 368, 455	$100
Design:	
DSGN 105, 107, 114, 310	$25
Education:	
EDUC 435,445,452,453,454,455	$109
EDUC 485, 498	$520
Exercise Science:	
ESCI 220	$85
ESCI 234	$32
ESCI 380, 495	$30
First Year Experience:	
FYE 100	$20
General Studies	
GEN 111	$150
Reacting to the Past:	
HUM 100	$54
Music:	
MUS 150, 151, 161, 162, 164	$450 for 1 credit $650 for 2 credits
Natural Science:	
NSCI 200	$75
NSCI 201	$90
NSCI 310, 311	$100
Physical Science:	
PHYS 202, 210, 220	$75
Religion:	
REL 100	$74
REL 212	$67
REL 330	$20
Social Work:	
SWK 265	$35
Program Urban Trip	$250
Sociology:	
SOC 265	$35

Other Fees

Acadeum/College Consortium Fee: $400/course. This is only assessed on courses taken through Acadeum/College Consortium during the fall or spring semesters.

Application Fee: $25 (waived if student visits campus).

Tuition Exchange Fee: A fee totaling 1% of full-time tuition is charged each semester to all students offered a Tuition Exchange Scholarship.

Auditing Courses: Any undergraduate student may audit a course. Auditing fee is $145 per credit hour. When class size is limited, full-fee students have priority. Full-time students may receive one free audit per semester. Private music instruction and graduate level classes may not be audited. There are no refunds on audited courses. MUS 170 Pep Band, MUS 173 College Choir and MUS 176 Marching Band may not be audited as full participation in the course is a requirement for success.

Convenience Fee: A 3% convenience fee is applied to all payments made by credit or debit card and a $2.25 convenience fee is applied to all electronic check payments made in the person or over the phone. Credit card payments made online at pay.defiance.edu are subject to a 2.95% convenience fee. Electronic bank transfers made online at pay.defiance.edu are free of charge.

Diploma Re-Printing/Replacement Fee: $50 is charged for the re-printing or replacement of a diploma.

Engineering Fee: A $35 nonrefundable application fee is charged to students applying to be dually enrolled in the University of North Dakota engineering program.

Graduation Application Fee: A $90 fee is charged to graduate level students who apply for graduation from Defiance College. This fee covers the cap, the gown, and the master's degree hood. The graduation fee for undergraduate students is part of the general student fee charged each semester.

Independent Study Fee: $250/course. This fee is not applied to field experiences and internships.

Late Payment Fee: $20.00 per month may be assessed to students whose semester charges are not paid in full by the due date and/or has entered into a Defiance College Monthly Payment Plan and not made the monthly payment by the end of the payment grace period.

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

Late Registration Fee: A $100.00 non-refundable fee may be assessed by the Registrar to students who do not register for courses within the designated two-week period for fall and spring terms.

Library Fines and Billing: Items are assumed lost after 30 days of being overdue. You will be charged $125 for each lost book or media item. This $125 lost item charge includes a $75 replacement fee and a $50 billing fee. You will not be able to borrow additional items from the library until you either return the lost item(s) or pay $125 per lost item. If you return an item within two months of being billed, the $75 replacement fee will be waived; however, you will still be required to pay the $50 billing fee for each item returned.
Overdue electronic devices, such as digital cameras and laptops, will also be charged a $50 billing and processing fee; however, the replacement fee will be dependent on the type of device the student borrowed.
All outstanding amounts are forwarded to the Business Office on the first business day of each month. At that point, charges are added to your Defiance College account and will be handled through the Business Office.
Remember, renewal and billing replacement notices are sent to your college email account. Failure to take action on notices or bills does not exempt you from paying replacement charges.

Music Fees: In addition to regular tuition, applied music instruction fees is based on the length of instruction:

- $450 for one credit hour (one 30-minute private lesson per week)
- $650 for two credit hours (one 60-minute private lesson per week)

Music minors receive a 50% reduction on applied instruction.

Nontraditional Credit: Past work experience, and validation of non-collegiate learning: $75 per credit hour. Demonstrated proficiency fee: $75 per course.

Portfolio Fees: Tuition for GEN 111 and $50 per credit hour for class submitted as portfolio.

Residential Fee: Resident students are assessed a one-time non-refundable fee of $184.00. Other fees may be charged for key and card replacement, improper check-out, and room damage.

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

Senior Citizen Tuition: Per course $180.00. Any person who has reached 60 years of age by the first day of the term may enroll in an undergraduate course for this reduced fee. No additional fees are charged.

International Student Tuition: International Residential students are charged a flat rate of $8,750.00 per semester that includes full time tuition, general fees, a standard double occupancy dorm room, and a meal plan. International Commuter students are charged a

flat rate of $7,000.00 per semester that includes full time tuition and general fees. Students are subject to additional fees and charges for premium housing.

Student Fee: A $550.00 fee is charged to all full-time undergraduate students and a $100.00 fee is charged to all part-time undergraduate students each semester of enrollment. Students in the Organization Supervision and Leadership program and the RN to BSN program are exempt from this fee. This fee is used to support student activities, orientation, and graduation events and campus technology.

Technology Fee: A fee of $110.00 is charged to all part-time undergraduate students each semester of enrollment. Students in the Organization Supervision and Leadership program and the RN to BSN program are exempt from this fee. This fee is used to improve all campus technology.

Transcripts: Students are able to electronically request transcripts through Parchment Exchange for a cost of $10. Other options such as pick-up and overnight delivery may be requested for additional cost. Records may be requested to be sent electronically or printed with expedited shipping. Unofficial copies of current records can be obtained by enrolled students online through the myDC portal. A transcript may be denied if a student has not supplied the Registrar's Office with an official high school transcript with graduation date, official college transcripts if applicable, has not completed student loan exit counseling, paid a library fine, or paid the balance on their student account or has any other charges outstanding. Per the State of Ohio law effective October 1, 2023, Defiance College allows students to access their transcripts with balances owed to the college by contacting Parchment with the name of the employer. Defiance College will then release the transcript directly to the employer. Payment for the transcript is required prior to the release of the transcript.

Vehicle Registration Fees and Fines: All motorized vehicles on campus must be properly registered with the Office of Campus Safety. Registration is $90.00 per academic year ($45.00 if enrolling after fall semester). Students that do not have cars on campus have until the 10th day of the academic term to waive the fee at defiance.edu/student-life/parking. The Student Handbook has additional information regarding the parking policy

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

Payment of Accounts

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

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

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

Deferred Payments

Persons who find it inconvenient to make lump sum payments at the beginning of each semester may make deferred payment arrangements through the DC Monthly Payment Plan. DC students may choose to pay their college expenses through five monthly installments per semester (three months for the summer term). There is a $50.00 per semester non-refundable processing fee for the DC Monthly Payment Plan. Payments are due by the first of each month, however students are afforded a 10-day grace period. If payment is not received by the end of the grace period, a $20.00 per month late fee will be assessed. It is the student's responsibility to inform the Business Office of any adjustments to their account that would impact payments. It is the student's responsibility to know the payment due dates and to make the payments on time.

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

The Defiance College admission policy states that international students are required to pay in full for tuition, room and board by the payment deadline. International students are not eligible for the deferred payment plan for the first semester of enrollment.

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

Deferred Payment and Veteran Benefits

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

Enrollment Deposit

An enrollment deposit of $150 ($500 for International Students) is required of all new full-time students to confirm intention for enrollment. Defiance acknowledges the "Candidates Reply Date" of the National Association for College Admission Counseling. Therefore, deposits submitted earlier for the fall semester are refundable until May 1 and until December 1 for the spring semester. Students who earn a dependent tuition waiver do not need to pay a deposit to enroll.

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.

Students must complete financial arrangements for the current semester by the payment due date in order to be considered financially cleared for classes. For returning students to be enrolled in any semester, they must be in good financial standing which is having a balance of less than $500.00 on their student account. Failure to do so may result in the denial of the student the right to attend classes and other college services may be withheld. Students not financially cleared two days prior to the semester drop/add deadline may have their schedules dropped and be required to vacate campus housing.

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

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

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

Refunds

Withdrawal from the Institution

If a student finds it necessary to completely withdraw from the College before the end of the semester, the withdrawal process begins in the Registrar's Office where the student obtains an application to withdraw. The official withdrawal date is the date of notification to the Registrar's Office. More information on the withdrawal procedure is located in the academic section of this Catalog.

The Defiance College refund policy treats all students the same, regardless of the type of financial aid being received or the absence of such. The College follows federal regulations to determine the amount of Title IV program assistance that the student has earned and the amount earned for all other funding types if the student withdraws prior to the end of the semester. Title IV funds include: subsidized and unsubsidized Federal Direct Loans~~,~~ Federal PLUS Loans, Federal Pell Grants, and Federal SEOG. Federal work study funds are excluded from the refund calculation. Other funding types include funds such as the Defiance College merit scholarships, Defiance College grants, along with state and private scholarships and grants. This list is not all inclusive.

The credit of tuition, housing charges, and the return of unearned federal Title IV Funds is calculated on a per diem basis up to the 60 percent point in the semester. The amount earned is determined by dividing the number of days enrolled by the number of days in the enrollment period, excluding scheduled breaks of five days or more and days that the student was on an approved leave of absence. After the 60 percent point (greater than 60%) in the semester, tuition and housing is charged in full and Title IV aid is considered to be 100 percent earned.

The credit of meal plan charges will be calculated based on the official date of withdrawal. Meal plan charges will be credited at 100% the first week, 75% the second week, 50% the third week, and 25% the fourth week. After the fourth week of the semester, the meal plan is charged in full.

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

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

The following items are non-refundable:

- Student fee
- Audit fee
- Course related fees
- Deferred payment plan fees
- Finance charges
- Graduation application fee
- Late fees (payment plan or registration)
- Nursing Program Fee
- Parking fee
- Returned check/dishonored electronic transaction fee
- Residential charges damages or fines
- Technology fee
- Withdrawal fee
- All other institutional fees

Unclaimed Refunds

Refunds issued by the college that go unclaimed will be managed based on the source of the funds. Refund checks not picked up in the Business Office will be mailed to the legal home address on file. If not cashed after at least ninety days, the check will be issued a second time. Failure to claim the funds will result in:

- **Funds paid from a private foundation for a scholarship will be returned to the funder.**
- **Funds paid from Title IV aid will be processed according to federal cash management policies and returned to the Department of Education.**
- **Direct payment from an individual will be reported to the State of Ohio unclaimed funds.**

Withdrawal from a Course

Charges are frozen at the term drop deadline as published in the academic calendar. Students who withdraw from a course prior to the drop/add deadline of the term receive full tuition credit. After the drop/add deadline, there will be no calculation of tuition credits unless the student completely withdraws from the college

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

FINANCIAL AID

Location: Serrick Campus Center, Second Floor, Room 204
Phone extensions: 2364 and 2376
E-mail: Financialaid@defiance.edu
Hours: 8:00am – 4:30pm Monday-Friday

Financial assistance awarded by Defiance College consists of any combination of the following: scholarships and grants, loans, and/or work study. Scholarships and grants may be from federal, state, Defiance College or private sources, and do not require repayment. Loans are available from several programs and require repayment. Work-study requires that students obtain campus employment. Ninety-nine percent of full-time Defiance College students receive financial assistance through some combination of scholarships, grants, loans and work-study. Printed material may be requested and obtained from the Office at Financial Aid at Defiance College at 701 North Clinton Street, Defiance, OH 43512.

The "College Financing Plan" (formerly known as the "award letter" and/or "shopping sheet") can include a combination of different types of aid.

- Grants: Financial aid that the recipient does not have to pay back.
- Loans: Borrowed money that must be repaid with interest.
- Scholarships: Gift aid with eligibility based on academic achievements, talents, skills, or merit.
- Employment: Part-time on-campus and community service jobs that allow the student to earn money to help pay for college.

Financial aid is administered to students who demonstrate financial need as determined by the Free Application for Federal Student Aid (FAFSA) or who meet the requirements for gift or self-help aid programs. The FAFSA is completed on studentaid.gov. The student's "College Financing Plan" (formerly known as the "award letter" and/or "shopping sheet") is based on their Student Aid Index (SAI) as determined by the U.S. Department of Education; the student's cost of attendance as determined by Defiance College; and the student's enrollment status. Defiance College financial aid is available through both merit and need-based scholarship and grant assistance to students who meet the prescribed criteria. To be eligible for financial aid, students must be degree seeking in a program that leads to Associates, Bachelor's or Graduate Degree. Certificate programs are not aid eligible.

Regardless of the type of financial aid desired, all applications and requests for information should be addressed to the:
Office of Financial Aid at Defiance College
701 North Clinton Street, Defiance, OH 43512

National Student Loan Data System (NSLDS) for Professionals
The National Student Loan Data System (NSLDS) is the U.S. Department of Education's (ED's) central database for student aid. NSLDS receives data from schools, guaranty agencies, the Direct Loan program, and other Department of ED programs. All federal student loans (by the parent and/or student) will be submitted to the National Student Loan Data System (NSLDS), and will be accessible by guaranty agencies, lenders, and schools determined to be authorized users of the data system.

Student Financial Aid Loan and Grant Information
Students may access and inquire about their Title IV loans and/or grant data by going to studentaid.gov.

Application for Financial Aid

Students must first apply and be accepted for admission to Defiance College. Students who wish to be considered for federal loans or need based aid must complete the FAFSA every year. Defiance College's priority filing date is October 1. The FAFSA is available for completion at studentaid.gov under "Apply for Aid".

How to Apply for Financial Aid

1. Complete a Free Application for Federal Aid. Add Defiance College as a school code (School code: 003041). Go to studentaid.gov and complete the Free Application for Federal Student Aid (FAFSA).
2. For Direct Loan borrowers, complete the Direct Student Loan (Stafford) Entrance Counseling and the Master Promissory Note. Go to studentaid.gov. under "Loan and Grants" tap. The financial aid office will receive confirmation of completion. Go to studentaid.gov and complete "Entrance Counseling" and complete the "Master Promissory Note" (MPN) for Direct Subsidized/Unsubsidized Loan.

First-time students will receive their "College Financing Plan" notification by email. Returning students will also receive their financial aid award notification by e-mail. The "College Financing Plan" will be available online through the myDC portal. Both first-time and returning students have the option to decline or reduce any part of their financial aid. The student must provide this in writing to the financial aid office via email to financialaid@defiance.edu.

Transfer Students Applying for Financial Aid

Transfer students who have previously attended another accredited post-secondary institution must have their official academic transcript submitted to the Office of Admissions and/or the Registrar's Office. Federal Subsidized and Unsubsidized Loan limits will not be awarded until all transfer transcripts have been evaluated by the College's Registrar. Federal regulations require schools to consider transfer credit hours in determining satisfactory academic progress and loan eligibility grade level limits.

Financial Aid Eligible Hours

Federal regulations require that schools only consider classes that count towards the student's first bachelor's degree requirements when awarded federal and state financial aid assistance. Once a student reaches hours required for a degree, the federal and state grant assistance is no longer available. This policy only applies to students who are receiving federal or state financial aid.
Classes that can be counted when determining financial aid eligibility:

- Hours that count toward your degree or general education requirements
- Hours that are required for your major (and hours if your degree requires concentrations or minors)
- Hours that fulfill elective hours to reach the required degree
- If a student's minor or concentration is required for your degree, those will be aid eligible. If the minor is not required for the degree, only the courses that are used as elective hours will be aid eligible.

Renewal of Financial Aid

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

Awards: Grants, Scholarships and Loans

Award Name	Source	Criteria
Presidential Scholarships	DC	Full Tuition/Scholarship Competition/Must live on campus
Trustee STEM Scholarships	DC	Full Tuition/Scholarship Competition: STEM Majors/Must live on campus
Dean's Scholarship	DC	Merit
Pilgrim Scholarship	DC	Merit
Trustee Scholarship	DC	Merit
Achievement Scholarship	DC	Merit
Transfer Award	DC	Merit Transfer Students
DC Academy Scholarship	DC	Merit (DC Academy completion and DC Admission acceptance)
Service Leadership Award	DC	Application found online
UCC Award	DC	UCC Member and Financial Need
Alumni Legacy Award	DC	Dependent of DC Grad and Financial Need

Music Talent Award	DC	Music Audition
Richard W. Stroede Scholarship	DC	Music Audition
Honor's Program Scholarship	DC	3.5 high school cumulative GPA and application online
DC Athletic	DC	Awarded per DC Athletic Coach
DC Promise	DC	Renewal of Federal Pell Grant and Ohio College Opportunity Grant

Grants	**Source**	**Criteria**
Defiance College Grant	DC	Financial Need
Defiance College Opportunity	DC	Financial Need
Ohio College Opportunity Grant (OCOG)	State	Financial Need and Ohio residency, selective service
Choose Ohio First	State	Interview Process
Pell Grant	Federal	Financial Need
Supplemental Educational Opportunity Grant	Federal	Financial Need

Loans	**Source**	**Criteria**
Federal Direct Loan (Subsidized)	Federal	Financial Need and Remaining Cost
Federal Direct Loan (Unsubsidized)	Federal	Non-need and Remaining Cost
Parent Loan for Undergraduate Students (PLUS)	Federal	Cost
Alternative Education Loan	Private	Remaining Cost
TEACH Grant	Federal	Remaining Cost-Teaching Major, Cum GPA 3.25

Work-Study and Other Employment	**Source**	**Criteria**
Federal Work Study	Federal	Financial Need
Campus Employment (Student Employee)	DC	Remaining Cost

*****Defiance College institutional aid is not tuition specific and may be used up to the cost of attendance. Detailed policies are available in the financial aid office.

Homeschool/GED Recipients

Merit will be calculated on ACT/SAT and GPA for homeschooled students. All students will be required to take the ACT/SAT unless it has been 2 years since being enrolled in high school. Students with GED will be required to receive a college ready score of 175-200 on the GED before receiving merit dollars. If a student receives a 175-200 on the GED, they will be eligible for a merit award. The amount of the merit award will be reviewed on a case-by-case basis. The financial aid committee will review transcripts and the GED score to determine amounts.

2nd Bachelor's Degree Students

Students who are full time (undergraduate work) and have a bachelor's degree may qualify for Defiance College need -based awards. According to the results of their completed FAFSA. Second bachelor's degree students are not eligible to receive grant dollars from the federal or state programs. Students may qualify for merit awards if they are scheduled full time and charged the full-time undergraduate tuition rate.

Transfer Students

Transfer students may receive a Transfer Grant, which is a merit award based on the GPAs of all combined scores at all previously attended postsecondary schools as calculated by the admissions office. Students will only be considered a transfer student for any coursework attempted at another institution. Postsecondary work completed as a high school student will not be included. Transfer Grants will be awarded by combined attempted hours from all post-secondary schools. The grade point average from high school will be considered if the student has limited attempted credit hours.

Re-Enrolled Students

DC students that withdrew and return (within a semester) without having attended another college or university in the interim will be awarded their original merit amount as long as they are within the GPA and SAP (Satisfactory Academic Progress) requirements.

The student must also be in good standing with Defiance College. If the student has been away from Defiance College more than one year, the award will be based on current policy.

Non-traditional Students

A non-traditional student is defined for financial aid purposes as 24 years of age or older. The student will be awarded merit awards based on the student's high school GPA.

International Students

International Students are not eligible for Defiance College institutional grants or scholarships, federal, or state financial aid.

ACT/SAT or GPA Changes

The Office of Admissions will notify the Financial Aid Office of any increases in test scores when final high school transcripts are received or new ACT/SAT scores are submitted.

Full Tuition Scholarships

Defiance College offers each year a number of full tuition scholarships for new full time to any college students with a 3.50 and 25 ACT are invited to compete in a full tuition scholarship. Presidential Scholarships are available for any majors. The Trustee STEM Scholarship are for Science, Technology, and Math majors in Majors include: Biology, Microbiology, Forensic Science, Environmental Science, Math and Engineering. Also eligible are Pre-Med, Pre-Dental, Pre-Vet, Physician Assistant, and Physical Therapy. The competition occurs in the fall and spring and includes a joint program between the Enrollment Management and division of Academic Affairs. Students will be notified when selected by Enrollment Management in writing with their offer. In the event the Presidential Trustee Stem Scholarships are not accepted; alternate students will be awarded or another date for competition may be opened for additional consideration of the accepted/deposited pool. These scholarships are renewable for four full time years (8 semesters) with a cumulative grade point average of 3.0 or higher each term. Federal Pell grant will be awarded in addition to the Presidential and STEM Scholarships but Federal SEOG, State tuition only funding, (i.e., OCOG) or any other grant deemed will not be additional as it is for tuition only. These students are not eligible for financial awards for: service leaders, honors program, music, alumni, UCC, Discover Defiance or DC Athletic scholarships funds, but may participate in the program activities if accepted. Students must live on campus to receive the award each year.

Other Merit Scholarships, Grants and Defiance College Need-Based Grants

Applications and deadlines available at https://www.defiance.edu/financial-aid/scholarships-awards.html

Special Notes:

The following awards and grants have a March 1st deadline, unless noted otherwise. Students may earn the Service Leadership, Music Talent, UCC and Alumni Legacy Awards, eSports, and Stroede Award in addition to their existing merit award not to exceed full tuition students. In other words, students may not receive more than full time tuition in awards listed below. Students who receive DC Athletic awards may only receive their academic merit scholarship and Discover Defiance Grant (if applicable).

DC Athletic Scholarships: (Amount Varies)

DC Athletic Scholarships are awarded by coaches to student athletes. Students receiving athletic aid are only eligible for the DC Merit Scholarships (based on entering GPA) and Discover Defiance Visit Day Grant. These students will not be eligible for any other types of DC institutional grants including need-based grants. Students may still participate in the Service Leadership, Music, and DC Honor programs without receiving the scholarship.

Presidential Service Leader Award-($5000)

This is awarded to new students with a demonstrated record of service and leadership in their school or communities. The Service Leadership Program offers students unique and exciting opportunities to engage in service and develop leadership skills that will strengthen their individual career interests and may include domestic and international travel opportunities. (Athletic leadership cannot be a factor for receiving this award.) Student must apply and interview with the McMaster School for Advancing Humanity and submit an application. Students who receive DC Athletic awards may only receive their academic merit scholarship and Discover Defiance Grant (if applicable).

Defiance College Grant- Amount varies based on demonstrated financial need
Awarded based upon demonstrated need according to the FAFSA and the packaging parameters. Grants are renewable but can vary yearly based on changes in financial need.

Alumni Legacy Award ($1,000)
This is awarded annually to dependents of DC alumni. This can be need based or non-need based. This may also be awarded to Transfer students who qualify. A separate application is required.

United Church of Christ ($500)
This is awarded annually to active members of a UCC Church and demonstrating financial need according to the FAFSA. Students will automatically qualify for $500. This can be need based or non-need based. This is also awarded to Transfer students who qualify. A separate application is required.

Music Talent Award (Amount Varies)
This award is available for incoming full-time students interested in participating in music ensemble at Defiance College. Scholarship recipients are selected through an application prior to the student's first fall enrollment. The award is renewable by continued participation in the music program and maintaining a cumulative 2.0 grade point average. Deadline is July 31st.

Richard W. Stroede Scholarship (Amount Varies)
This scholarship is available for incoming full-time students interested in participating in Music Programs at Defiance College. Scholarship recipients are selected through on-site auditions prior to the student's first fall enrollment. Winners must enroll for a minimum of one credit hour per semester of music ensembles, and maintain a 2.0 grade point average. Awarded by: Music/Choir Director. Recipient must also take one credit hour of an applied lesson per semester. $2,000 annually ($1,000 per semester) Application Process: Audition required. Request audition by contacting the Music Director. Deadline is May 15th. This scholarship is renewable. Student must maintain a cumulative 2.0 grade point average.

DC 1850 Promise Grant
Designed for eligible area high school students to earn a debt-free bachelor's degree. Students eligible for this award must have a 3.0 or higher high school grade point average, be an Ohio Resident as defined by the Ohio Higher Education regulations, complete the FAFSA and qualify for the Ohio College Opportunity Grant. (OCOG) Students must maintain commuter status and be a resident of the following counties while receiving the award: Allen, Defiance, Hancock, Henry, Fulton, Lucas, Putnam, Paulding, Van Wert, Williams, and Wood. Students who opt to move on campus may receive the DC 1850 Promise Grant and aid will be reevaluated. Can be stacked with DC Athletic not to exceed tuition.

Application Process: Complete the Free Application for Federal Student Aid (FAFSA) by October 1, 2026
Deadline to Apply: October 1, 2026 for the 2026-2027 school year.
Maintaining Eligibility: 2.5 cumulative grade point average
Awarded by: Financial Aid Department

Formula for awarding: Tuition minus Pell/SEOG minus OCOG, TEACH Grant minus all institutional aid=DC 1850 Promise Grant.

Honors Program Scholarship ($1,000)
Awarded to students who are admitted and participates yearly in the Honors Program. This award cannot be stacked with a DC Athletic Scholarship.

Defiance College Book Award ($1,000)
Awarded to one student per year, non-renewable. One student to be chosen each year by the English Department.

Ohio Department of Education Grants and Scholarships *(listing of all grants/scholarships for Ohio Residents)*
https://highered.ohio.gov/educators/financial-aid/sgs

Choose Ohio First Grant (Min.$1,500- Max. $8,000)

The Choose Ohio First Scholarship is designed to significantly strengthen Ohio's competitiveness within STEM disciplines and STEM education. Students must be Ohio resident. Gifts will be awarded anywhere from a minimum of $1,500-$8,000 per year. The Ohio Department of Higher Education provides funding to Ohio's colleges and universities to support students in innovative academic programs. Participating universities and colleges award scholarships to students desiring a certificate, associate degree, baccalaureate degree, or graduate degree in eligible STEM and STEM education fields. All scholarship decisions are made by the individual participating colleges and universities. To learn how to apply for a Choose Ohio First Scholarship, visit the Participating Institutions page and reach out to the listed contact. Grants are renewable up to four years pending state funding approval

Application Process: Students will go through an interview process. For questions contact the Institute for Career Readiness and Lifelong Learning.

Ohio College Opportunity Grant (OCOG)

The Ohio Department of Higher Education administers the Ohio College Opportunity Grant (OCOG) program, which provides grant money to Ohio residents who demonstrate the highest levels of financial need, as determined by the results of the Free Application for Federal Student Aid (FAFSA) that should be completed, who are enrolled at Ohio public colleges or universities, Ohio private, non-profit colleges or universities, and Ohio private, for-profit institutions.

Eligibility
Ohio residents in an associate degree, first bachelor's degree, or nurse diploma program at an eligible Ohio or Pennsylvania institution with an FAFSA SAI (Student Aid Index) of $3,750 or less and a maximum household income of $96,000.

Students apply for OCOG benefits by completing the FAFSA. The application deadline is October 1 of each year.
Award Amounts are based upon the student's enrollment status.

ENROLLMENT STATUS			
FULL-TIME	3/4 TIME	1/2 TIME	1/4 TIME
$5,000	$3,750	$2,500	$1,250

*Amounts are subject to change due to state budgets.

Ohio War Orphans Grant

This state program awards tuition assistance to the children of deceased or severely disabled Ohio veterans who served in the armed forces during a period of declared war or conflict. This award is $6,330 (est.) annually.

Federal Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are awarded to undergraduate students who have not earned a bachelor's or a professional degree. (In some cases, however, a student enrolled in a post baccalaureate teacher certification program might receive a Pell Grant). The maximum yearly award is determined by the Department of Education. The amount a student receives depends on financial need as determined by the FAFSA, costs to attend school, the student's status as a full-time or part-time student, and plans to attend school for a full academic year or less.

Federal Supplemental Education Opportunity Grant (FSEOG)

This program is a campus-based program administered directly by the Financial Aid office at the school. Unlike the Federal Pell Grant program, which provides funds to every eligible student, the campus-based program provides a certain amount of funds for each participating school to administer each year. When the money for the program is gone, no more awards can be made from that program for that year. This program is for students who demonstrate exceptional financial need on the FAFSA. Pell Grant recipients with the lowest SAI will be the first to receive FSEOG. These grant funds are awarded only to undergraduate students who have not earned a bachelor's or a professional degree.

Pell Eligible Students will be awarded $500-$1500 in FSEOG. Additional SEOG may be awarded for special circumstance as needed, but is not to exceed $4,000.

Federal Subsidized and Unsubsidized Direct Loans

The Federal Direct Subsidized Student Loan is free of interest to the student while enrolled at least half time, during the grace period after enrollment ends and during periods of authorized deferment. The Federal Direct Unsubsidized Student Loan is not interest-free at any time. The student is responsible for the interest from the date of disbursement. However, interest payments are deferred while the student is in school at least half time, during the grace period, and during authorized periods of deferments. The interest will continue to accrue and will be added (capitalized) to the principal balance once repayment begins. Both loan programs have a six-month grace period after the student graduates or drops below half-time enrollment. That means a student has six months before they have to start making payments on the loans. Printed material may be requested and obtained from the Office at Financial Aid at Defiance College at 701 North Clinton Street, Defiance, OH 43512. Interest rates vary per year and can be viewed on studentaid.gov.

New Federal Loan regulations regarding the One Big Beautiful Bill Act for July 1, 2026

Please review the link below for more updates and details.
https://studentaid.gov/announcements-events/big-updates

Students who are enrolled less than full time starting July 1, 2026 and who will borrow under the Federal Student Loan Programs, will have their loans prorated by the number of hours enrolled. This applies to undergraduate and graduate students.

Full time students must be enrolled 24 credit hours each calendar year to maintain full eligibility for their Federal Student Loans. Students who do not earn full time credits (12hours) at the end of the fall term may be subject to a reduction of loans for the spring semester if they do not have a total of 24 hours for the year.

Under the new regulation, parents who borrow their first loan for their student at Defiance College starting July 1, 2026 will have a borrowing aggregate limit of $65,000 with no more than $20,000 per year. This includes any students who transfer in to Defiance College on or after July 1, 2026. Parents who borrowed for their transfer student at a prior school will have those amounts included as part of the $65,000 aggregate limit. The aggregate PLUS loan limit is for all parents who borrowed on behalf of the student.

Students who have borrowed under the Federal Student Loan Program prior to July 1, 2026 may be subject to the new regulations if they do not finish their degree within the expected time. Students have up to three academic years or less depending on the program of study and how much they have remaining to complete.

Entrance Counseling and the Master Promissory Note (MPN)

Before a student receives federal student loan funds, the student will be required to complete entrance counseling, ensuring that the student understands the obligation to repay the loan and sign a master promissory note (MPN) agreeing to terms of the loan at studentaid.gov. Students will log in with their FSAID username and password.

Exit Counseling

Exit Counseling is required when the student graduates, leaves school, or drops below half-time enrollment. Exit counseling provides important information needed in preparing to repay federal student loan(s). The student will need to provide the name, address, e-mail address, and telephone number for their closest living relative, two references who live in the U.S., and current or expected employer (if known). Please go to studentaid.gov for more information on student loans, terms and conditions, repayment options, and estimating payments.

Federal Work-Study Program

The Federal Work-Study Program is a campus-based program that provides part-time employment for students who have financial need. The Free Application for Federal Student Aid (FAFSA) is required for financial need to be determined. Upon completion of the FAFSA, students should contact the Financial Aid office to see if they are eligible to participate in the work-study program. Available work-study jobs are posted throughout the College. The available positions usually consist of employment opportunities in an office or lab on the College campus; selected off-campus community service positions may also available. Students should contact the supervisor indicated on the job description to apply for the position. Upon getting a work-study job, students should complete all necessary forms with their supervisor and submit such to the work-study coordinator along with personnel documents that are required. In general, students can work a maximum of 20 hours weekly and receive a paycheck monthly. The amount a student can

earn in a year is determined by the amount of financial need and other aid awarded as part of the college finance plan. Required student employment paperwork is completed in the Defiance College Business Office.

Federal TEACH Grant

The Federal Teacher Education Assistance for College and Higher Education Grant program provides aid to an undergraduate student who agrees to serve for at least four years as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves students from low-income families. The award amount is $3,772 for grants first disbursed on or after Oct. 1, 2021.

A TEACH Grant is different from other federal student grants because it requires the student to agree to complete a teaching service obligation as a condition for receiving the grant, and if the student doesn't complete the service obligation, the TEACH Grant will be converted to a loan that must repaid, with interest. Students must continue in an approved TEACH Grant major and maintain a cumulative grade point average of 3.25 and the end of each semester.
For more information, visit https://studentaid.gov/understand-aid/types/grants/teach

DC Student employment

Any employment that is not paid from federal or state funding is considered student employment and is paid by individual department(s) at Defiance College. These are generally hourly positions, but some may be paid through a stipend. Required student employment paperwork is completed in the Defiance College Business Office.

Veteran Educational Benefit and Yellow Ribbon

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

Maximum Yellow Ribbon Funding Amount (per student, per year): Pays remaining tuition that Post-9/11 GI Bill® doesn't cover (Note: GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.).

Funding is available for all eligible students. For additional information, students may visit https://www.va.gov/education/yellow-ribbon-participating-schools/?name=defiance+college.

Enrollment and Eligibility

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

- Enrollment level (three credits and higher) - Pell Grant, State grants, SEOG and OCOG
- At least half-time (6 credits per semester) - Federal Direct Loans, Plus Loans
- Full-time (12 credits or more per semester) - Defiance College Scholarships and Grants, Student Employment

Revisions of the College Financing Plan

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

Federal Financial Aid Refund/Withdrawal

Outside scholarships

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

Verification

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

Refund Policy

Student financial aid and dropping or withdrawing from classes

Dropping classes or withdrawing may result in a reassessment of your university charges and/or a recalculation of your financial aid for the term. The exact consequences to you depend on a number of factors, including the type and amount of aid you have and the official date on which you drop classes or withdraw.

The consequences for each of these academic actions are different and are addressed in this policy.

Official Withdrawals

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

Unofficial Withdrawals

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

Leave of Absence

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

Financial Aid Freeze Date and Drop/Add Census Date

The financial aid freeze date is defined by the drop/add census date according to the academic calendar. The financial aid freeze date is the point that enrollment is locked for financial aid purposes. Financial aid will only pay for courses that are scheduled and required for the student's major on or before the freeze date. If a student plans to attend a second eight-week course, it must be scheduled at the beginning of the semester to be included for financial aid eligibility.

A student will only have one freeze date apply to them within a payment period or period of enrollment. The school will use the last freeze date in the period that applies to a student. The freeze date applicable to a particular module course is activated only if the student actually starts attending that module. However, remember that if a student attends one day in a module course, whether or not that course has been dropped by the student's latest freeze date, those days must be factored in the Title IV refund calculation.

Hour drops - What happens when you withdraw from some but not all classes?

Financial aid awards and the cost of attendance (COA) that correspond with the financial aid awards assume students will enroll full time during each term. Even though some students may not be enrolled full time at the start of any given term, students may add/drop/change classes in accordance with the Registrars deadlines each term to achieve full-time enrollment.

If by the term's drop/add date for census, (typically the Friday of week one autumn and spring, while summer term and sessions within autumn and spring terms will vary), a student is not enrolled full time (either having been initially, then dropping or having never been enrolled full time), adjustments will be made to financial aid received and the cost of attendance for the term. If changes are required, a student's financial aid awards may be unavailable to view while adjustments are being made. Please see the academic calendar for exact drop/add dates including those for second eight weeks.

After the Student Financial Aid drop/add census date (financial aid freeze date)

Most financial aid will not be adjusted for hour drops after the Student Financial Aid drop/add census date.

All hours for which you are enrolled as day after drop/add census or which you schedule thereafter, will be counted as "hours attempted" for determination of whether you are making Satisfactory Academic Progress for financial aid. Hours dropped after the refund period count as hours unsuccessfully completed.

Federal Work-Study recipients

Students will be ineligible to work at any point in the term if the student drops below half-time enrollment.

Financial impact

The overall consequences of dropping courses depend on EACH of the following:

- the aid you have been awarded
- the number of credits you retain
- the point in the term you drop and the tuition refund period in effect

As a result of the adjustments to aid, you could owe additional money to the university (which would be due immediately) or have funds credited to your statement of account resulting in a refund. In some cases, you could have aid adjusted for future terms.

As with dropping a class, the specific financial consequences for you depend on several factors:

- the amount and type of financial aid you have been awarded for the term
- the amount of initial charges, as well as adjusted charges
- the point in the term you withdraw (including the refund period in effect)

As a result of the adjustments to aid, you could owe additional money to the university (which would be due immediately) or have funds credited to your statement of account resulting in a refund. In some cases, you could have aid adjusted for future terms.

The following institutional policy references should help you gain an understanding of the consequences for you if you withdraw from all classes during the term.

Withdrawal - What happens when you withdraw from all classes?

A withdrawal from all classes is an academic action that should occur only through a formal meeting with an academic advisor in your college office. Whether done through the formal process or through you dropping all of your classes online, a withdrawal from all classes can result in the reassessment of your university charges and the recalculation of your financial aid.

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

If a student earns a passing grade in one or more of their classes offered over an entire period, an institution may presume that the student completed the course and thus completed the period. If a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over an entire period, the institution must assume, for Title IV purposes, that the student has unofficially withdrawn, unless the institution can document that the student completed the period. A non-passing grade includes: F, W(withdrawn), or incompletes. (A grade of "incomplete" is not considered a passing grade.) Faculty members report, for all students awarded a non-passing grade, the student's last day of attendance. These dates will be used to determine the last date of attendance for Title IV refund calculations.

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

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

Consequences of withdrawal

Aid source	Example aid programs	Effects of withdrawal on term aid
Federal Title IV	Pell Grant, SEOG, Federal Direct Loans (Subsidized, Unsubsidized and PLUS), TEACH Grant	Though your aid is posted to your account at the start of each term, you earn the funds as the semester progresses. For withdrawals prior to the 60 percent point of the term, a calculation must be done to determine the amount of aid that must be returned to the aid programs. After the 60 percent point of the term, all aid is considered earned and you may be due a post withdrawal disbursement.
Federal Title IV	Federal Work-Study	Once you withdraw at any point in the term, you are no longer eligible to work on a Federal Work-Study job.

Return of Title IV Funds process for federal aid

The federal government mandates that students who withdraw from all classes may keep only aid earned up to the time of withdrawal. If you have federal Title IV aid (see table above) and you fail to complete at least 60 percent of a term, Student Financial Aid must determine how much of your aid, if any, must be returned to the federal aid programs based on the percent of the term you completed. Once you complete 60 percent of the term, you are considered to have earned 100 percent of your aid. The term length is defined as the first day of classes through the last day of finals.

When a student is considered to have withdrawn, as described above, during an enrollment period in which they have begun attendance and received federal Title IV financial aid, Defiance College is required to determine the amount of earned and unearned Title IV aid. A student is only eligible to retain the percentage of Title IV aid disbursed that is equal to the percentage of the enrollment period that was completed by the student (calculated daily).

The unearned Title IV aid must then be returned to the appropriate federal aid program(s) as soon as possible but no later than **45 days** after the date of the determination of your withdrawal.

The federal regulations determine how the order of program funds are returned. Funds returned to the federal government are used to reimburse individual federal programs. Financial aid returned (by the University and/or the student/parent) is allocated, in the following order, up to the net amount disbursed from each source:

1. Federal Unsubsidized Direct Loan, Federal Subsidized Direct Loan
2. Federal Direct PLUS (Parent) Loan
3. Federal Pell Grant
4. Iraq and Afghanistan Service Grants
5. Federal Supplemental Educational Opportunity Grant
6. TEACH Grants
7. Other Federal Loan or Grant Assistance

Example of a Return to Title IV Calculation

1. The percentage of Title IV, HEA aid the student earned is determined by taking the number of calendar days completed in the period of enrollment and dividing by the total calendar days in the period of enrollment (excluding breaks of 5 days or more and days the student was on an approved leave of absence)
    - Example: 20 completed days/100 total days = 20 percent of aid earned

2. The dollar amount of Title IV aid the student earned is determined by multiplying the percentage of Title IV, HEA aid earned by the total of the Title IV aid disbursed plus the Title IV aid that could have been disbursed for the period of enrollment.
    - Example:
        - 20 percent x ($2000 disbursed + $500 that could have disbursed) = $500 aid earned
3. If this percentage is greater than 60 percent, the student earns 100 percent of the disbursed Title IV, HEA funds or aid that could have been disbursed.
4. If this percentage is less than 60 percent, then the percentage earned is equal to the calculated dollar amount earned.
5. Aid to be returned is equal to unearned percentage (100 percent minus the Percent earned) multiplied by the amount of aid disbursed toward institutional charges. If a student earned less aid than was disbursed, the institution is required to return a portion of the funds and the student may be required to return a portion of the funds. All Title IV fund returns must be completed no later than 45 calendar days after the date of determination that the student withdrew.
6. Funds are returned to the appropriate federal program based on the percentage of aid earned and the order of return dictated by the U.S. Department of Education.
7. When Title IV, HEA funds are returned, the student may owe a balance to the institution.

Post-Withdrawal Disbursement:
If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement.

- Grant funds must be disbursed within **45 days**.
- If your post-withdrawal disbursement includes loan funds, they will be offered to you within **30 days**. Defiance College must obtain your permission within 14 days in order to disburse the loan funds to you. You may choose to decline some or all of the loan funds so that you don't incur additional debt.

All post-withdrawal disbursements are applied to a student's account first towards outstanding tuition, fees, and room and board charges (as contracted with the school).
If you receive (or Defiance College or parent receive on your behalf) excess Title IV program funds that must be returned, Defiance College must return a portion of the excess equal to the lesser of:

1. your institutional charges multiplied by the unearned percentage of your funds, or
2. the entire amount of excess funds.

Defiance College must return this amount even if it didn't keep this amount of your Title IV program funds.

Financial aid withdrawal time frame

- A Return to Title IV calculation must be completed within **30 days**.
- Grant funds must be disbursed within **45 days**.
- Loan funds will be offered within **30 days** and subject to permission within 14 days.
- If the R2T4 calculation results in a credit balance on the student's account, the credit balance will be disbursed as soon as possible but no later than **14 days** after the calculation of R2T4.
- If the R2T4 calculation results in an amount to be returned that exceeds the school's portion, Defiance College will return the amount to the federal programs on behalf of the student and the student must repay the funds to Defiance College.

Steps in Federally Mandated Process

1. Determine the withdrawal date. If the student officially withdraws, the withdrawal date is the date the College determines the student either began the withdrawal process, or the date the student provided official notification to the College, in writing or verbally, of their intent to withdraw. If the student does not provide official notification of their intent to withdraw, the withdrawal date will be determined as the date Defiance College became aware the student was not attending class. If a student does not return from an approved leave of absence, the withdrawal date is the date the College determines the student began the leave of absence. If a student takes a leave of absence that does not meet the requirements of an official leave of absence, the withdrawal date is the date the student began the leave of absence.
2. Calculate the percentage of enrollment period completed. The percentage of enrollment period completed is determined by dividing the total number of calendar days in the enrollment period into the number of calendar days completed in that period as of the withdrawal date. The total number of calendar days in a payment period includes all days (including weekends) within the period. Scheduled breaks of at least five consecutive days are excluded from the total number of calendar days in the enrollment period and the number of calendar days completed in that period.

3. Calculate the amount of Title IV aid earned. If the withdrawal date is equal to or greater than 60 percent of the enrollment period (semester) the student has earned 100 percent of the Title IV funding disbursed for that semester. If the withdrawal date is less than 60 percent of the semester, the amount of Title IV funding the student has earned is calculated by using the federally mandated calculation to determine the percentage of Title IV funds that have been earned by the student for that semester. This percentage is then applied to the total amount of Title IV funding that was disbursable for the semester as of the withdrawal date.
4. Determine the amount of Title IV aid unearned. The amount of Title IV funding the student has not earned is calculated by subtracting the amount of Title IV funding the student earned from the total Title IV funding disbursed/or was disbursable.
5. Allocate unearned aid. Defiance College is required to return the lesser of the total amount of Title IV funds the student has not earned or an amount equal to the charges if the total amount to be returned exceeds the charges incurred by the student. Charges include tuition and fees, and can include other education-related expenses assessed by the College.
6. Unearned Title IV funds must be returned within 45 days of the student's withdrawal. Defiance College will return the student's unearned Title IV funding on their behalf and consider the returned funds as the student's debt to the College. Students must make arrangement with the Students Accounts Office for repayment of the debt. Consequences of non-payment include blocks on re-enrollment, transcript and diploma holds, and student account placement with Collections. Title IV loan amounts to be returned by Defiance College will be credited to the appropriate programs in the following order: Unsubsidized Federal Direct loans, Subsidized Federal Direct Loans, Parent PLUS, Parent PLUS (Grad) Loans. If amounts to be returned remain after repayment of all outstanding loan amounts, the remaining excess must be credited to any amount awarded for the semester for which a return of funds is required in the following order: Federal Pell Grants, Iraq and Afghanistan Service Grants, Federal Supplemental Opportunity Grant and TEACH Grants. Federal Work Study is excluded from this policy.
7. Communication of return of funds. Students for which a portion of Title IV aid must be returned will receive a communication from the Financial Aid Office sent to their Defiance College email address indicating an adjustment has been made and funds have been returned on the student's behalf. This communication further instructs any resulting balances on the student account must be paid by the student and arrangements for payment must be made directly with the Students Accounts Office.

Return of Title IV: Module Courses

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

Determining Whether a Student Has Withdrawn for Return to Title IV (R2T4) Purposes: Module Courses

1. After beginning attendance in at least one class, did the student stop attending or fail to begin attendance in a scheduled course used to determine the student's eligibility for Title IV aid?
    a) No – Student has not withdrawn.
    b) Yes – Continue to question 2
2. When the student stopped attending or failed to begin attendance in a schooled course, was the student currently attending any

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

Yes - Student has not withdrawn. Aid may need recalculated based on current enrollment.
No – Student has withdrawn. A Return to Title IV Funds calculation will be processed. Aid may be first recalculated for classes that the student never attended.

Percentage of Title IV Earned: Module Courses

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

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

Satisfactory Academic Progress for Financial Aid

The Defiance College Financial Aid Office is required to monitor Satisfactory Academic Progress (SAP) to comply with Federal regulations for students receiving financial aid. SAP considers both qualitative and quantitative measures of academic progress. Students not receiving financial aid will have the same qualitative standards for academic probation, suspension and dismissal policy as those receiving financial aid. Please refer to the Defiance College Catalog for academic policies.

Evaluation Period

Students' cumulative course work will be evaluated at the completion of each semester. This includes fall, spring and summer semesters.

Academic Year Definition

Defiance College's academic year is defined in the academic policy section of this catalog. For financial aid propose this is calculated at 24 credit hours annually.

Qualitative:

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

Cumulative Grade Point Average	Time Period
1.65	1-15 hours attempted
1.70	16-30 hours attempted
1.85	31-45 hours attempted
2.0	after 46 hours attempted

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

Quantitative:

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

Percent of Course Work Passed	Time Period
67%	1-15 hours attempted
67%	16-30 hours attempted
67%	31-45 hours attempted
67%	after 46 hours attempted

Maximum Time Frame

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

- Bachelor's Degree – 120 hours x 150%=180 maximum hours;
- Associates Degree – 60 hours x 150%=90 maximum hours;

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

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

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

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

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

Remedial Coursework
Currently Defiance College does not offer remedial courses.

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

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

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

Notification of SAP Failure
Students will be notified by their Defiance College email and email listed on FAFSA if they have not met the requirements of Satisfactory Academic Progress. It will include the policy and appeal procedures.

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

Re-Establishing Financial Aid Eligibility
Students may re-establish financial aid eligibility by:

1) The student takes classes and pays for the student account charges without the help of financial aid and successfully completes coursework to meet the qualitative and quantitative satisfactory academic progress requirements.

2) The student submits an appeal that is approved by the Financial Aid Committee along with an academic plan.

Suspension and Appeals:
A student suspended from financial aid may submit a written appeal to be reviewed by the Satisfactory Academic Progress Appeals Review Committee. The appeal should explain in detail the unusual circumstances that prevented the student from achieving satisfactory academic progress and what has changed or will change to enable the student to improve the academic performance. Allowable circumstances include, but are not limited to:

- illness of the student or family member
- need to become a caregiver or first responder
- economic hardship
- added work hours
- loss of childcare
- inability to continue classes via distance education
- inability to access wi-fi due to closed facilities.

The appeal should provide the actions the student proposes to take to bring the academic performance into compliance and any relevant supporting documentation. Each situation is reviewed on a case-by-case basis.

If the appeal is granted, the student will be placed on financial aid probation for one semester with an academic plan which will be established by the Financial Aid Committee and the student, and with counsel from the student's academic advisor when appropriate. The individual academic plan will establish the criteria for continued financial aid for future semesters and will be reevaluated each semester. Final appeal process may be reviewed by the Vice President for Enrollment Management.

Appeal Procedures
Appeals will be submitted to the Satisfactory Academic Progress Appeals Review Committee by the deadline listed in the financial aid suspension letter.
NOTE: A personal statement must be submitted by the student and should include the following:

1. The appeal should explain in detail the reason(s) that satisfactory academic progress was not achieved and what has changed or will change to enable the student to improve their academic performance.

2. The appeal should provide the actions the student proposes to take to bring their academic standing into compliance.

3. The appeal should provide relevant supporting documentation, as appropriate.

4. The appeal may be submitted by email at financialaid@defiance.edu, mailed to Defiance College Financial Aid Office, 701 N. Clinton Street, Defiance, Ohio, 43512, or faxed at 419-783-2579.

5. The Director of Financial Aid will send an email of the committee's decision.

STUDENT LIFE SERVICES

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

Campus Safety

Location: Hubbard Hall/McCann Center, McCann Desk
Director of Campus Safety, Jake Arnold is located in Hubbard Room 104
Phone extension: 2625 for Campus Safety Officers; 2472 for Director of Campus Safety

The Campus Safety Office is available 24/7. Officers provide numerous services to the College community including monitoring of access to the residence halls, security of all campus buildings, reporting maintenance/repair needs, and general assistance to the Residence Life staff. Security staff conducts periodic rounds of the campus and have a presence in the residence halls in the evening/overnight hours each night of the week. Campus Safety personnel are also available to provide an on-campus escort service to students, faculty, or staff upon request. This office also manages vehicle registration and identification cards.

Counseling Center/Accessibility Services

Location: Defiance Hall, Suite 201

Hours: By appointment

Phone extension: 2562

The Counseling Center provides free and confidential consultation, assessment, individual, group, couple's and family therapy to Defiance College students. Students utilize Counseling Services for a variety of reasons including: stress, difficulty coping with life events, depression and other mood issues, anxiety, relationship issues, struggling with self-worth, eating or body image concerns, alcohol or drug use, sexual assault, and many others. During regular office hours, one of our staff is available for consultation should a crisis arise. Outside of office hours, students in crisis should contact the After Hours Crisis Line (419-783-2562).

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

Student Belongingness

Location: Hubbard Hall

Hours: M-F, 8 a.m. – 4:30 p.m.

Phone extension: 2363

The Office of Student Belongingness promotes a holistic approach to academic and personal growth through educational and co-curricular programming that supports and encourages a welcoming campus community for all students. This office also oversees the Jacket Care Corner which is the campus food pantry established in 2019.

Residence Life/Housing

Location: Hubbard Hall

Hours: M-F, 8 a.m. – 4:30 p.m.

Phone extension: 2563

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

Student Activities

Location: Hubbard Hall

Hours: M-F, 8 a.m. – 4:30 p.m.

Phone extension: 2388

This office is responsible for scheduling positive co-curricular activities for students on and off campus. The programs enhance the social, educational, and cultural experiences for students at Defiance College. The Office of Student Activities is responsible for large scale programming such as Swarm Week, Family and Friends Weekend, Homecoming, and Spring Week. Other past events have included concerts, comedians, and hypnotists as well as trips off-campus for theater, bowling and more. The Director of Student Activities advises the Campus Activities Board (CAB), and facilitates advising of other student organizations and the creation of new ones. All students are encouraged to be active on campus and are welcome to be active in as many organizations as they desire. Meeting times for various organizations are advertised frequently around campus.

Student Life Office/Office of the Dean of Students

Location: Hubbard Hall 128

Hours: M-F, 8 a.m. – 4:30 p.m.

Phone extension: 2437

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

Veteran, Adult, Transfer and Commuter Student Support

Location: Defiance Hall 105

Phone extension: 2313

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

Student Life Policies and Procedures

Accommodations Policy for Students with Disabilities

Phone extension: 2445

Email: accessibility@defiance.edu

Defiance College offers a variety of services and resources to help students succeed. The Accessibility Services office works closely with students who have disabilities requiring accommodation to ensure equal access to the College's programs, activities, and services. Defiance College complies with all applicable state and federal laws and regulations related to the accommodation of students with physical disabilities, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Accessibility Services is the College's designated office that maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations, and coordinates services for students with disabilities. To receive specific academic adjustments for a disability, students must have an impairment that substantially limits one or more major life activities, have documentation of such and impairment, and demonstrate that the requested academic adjustments are necessary" for them to participate in the programs of the College (Rehabilitation Act of 1973/PL 93-122, Section 504).

Eligibility and Documentation

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

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

ATHLETICS

Defiance College has a long history of outstanding athletic teams and is well known for fielding winning teams in many sports. The Athletics Program is committed to the pursuit of academic and athletic excellence. Our primary goal is to provide student athletes an opportunity to compete in college athletics, while receiving a great education. Defiance College is a member of the Wolverine Hoosier Athletic Conference (WHAC) – a National Association of Intercollegiate Athletics (NAIA) Conference. This conference brings together similar institutions that share a common commitment to academic quality and athletic competitiveness. It is the responsibility of every Defiance College student to make sure they understand how the policies and procedures listed below impact eligibility. Students are encouraged to speak with the Athletic Director or Registrar to discuss their particular situations.

Men's Varsity Sports

Baseball
Basketball
Cross Country
Football
Golf
Soccer
Indoor & Outdoor Track/Field
Volleyball
Wrestling

Women's Varsity Sports

Basketball
Bowling
Cross Country
Flag Football
Golf
Soccer
Softball
Indoor & Outdoor Track/Field
Volleyball

Co-Ed Sports

Cheer/Dance
E-Sports
Powerlifting

Athletic Facilities

Defiance College enjoys a myriad of athletic facilities supporting student athletics. The following is a list of these facilities. Specific descriptions are found on the athletic webpage.

- The George M. Smart Athletic Center
- Justin F. Coressel Stadium
- The Karl H. Weaner Center
- The McMaster Center
- Winsper-Knobel Memorial Field
- Dix Tennis Facility
- Sal Hench Field
- Craig A. Rutter Field
- Auglaize Golf Club
- Defiance E-Sports Lab

Athletic Eligibility

Academic eligibility to participate in the NAIA at Defiance College is determined by the Registrar at the beginning of the fall and spring semesters, respectively. To be eligible a participating student-athlete needs to meet all of the following requirements:

1. The student-athlete must be enrolled in a minimum of 12 semester hours of course work at all times;
2. The student-athlete must be in good academic standing - which is interpreted as eligible to enroll at DC and having at least the required minimum grade point average for that particular term; and

3. The student-athlete must maintain satisfactory progress toward a baccalaureate degree, which is interpreted as having at least the required minimum number of credits and proper cumulative GPA for the particular term.

In addition to the above requirements, a student-athlete must meet the NAIA requirements under which a student-athlete has a maximum combined total of ten terms of full-time attendance to be certified for a total of four seasons of participation in any given sport. A student-athlete who meets all of the above requirements may still be denied participation for failure to meet various NAIA requirements, behavioral or other reasons at the discretion of Defiance College.

A student-athlete who has been declared ineligible for athletic participation due to not meeting the Defiance College Athletic Eligibility Standards may submit an appeal for review. The details of the appeal policy and procedure can be found in the Athletic Academic Standards document, Student-Athlete Handbook, and Athletic Department Staff Handbook.

Athletic GPA Requirements

In order to be eligible to compete in NAIA intercollegiate athletics, a student-athlete must have a minimum GPA of 2.0 at the conclusion of their first semester of attendance and maintain a minimum GPA of 2.0 at the conclusion of all following semesters.

In calculating whether a student meets the required minimum GPA, only grades received for courses taken at Defiance College are counted in the Defiance College cumulative GPA.

Academic Progress Standards

In order to meet the satisfactory progress standard, student-athletes must successfully complete a certain number of credits at DC for each full-time term in attendance* at DC.

Student-athletes who fail to complete the required credits to maintain their eligibility may attend summer school or complete on-line courses in order to accumulate the appropriate hours; however, students must have prior approval of the DC Registrar before taking course work at colleges other than DC. In addition, only credits earning a "C" or higher grade are eligible to be accepted as transfer credit. Transferable grades from courses taken at other colleges do not affect the overall DC grade point average of a student-athlete. In order to be eligible to compete in NAIA intercollegiate athletics, a student-athlete must have completed while in residence at DC the following minimum number of credit hours by the end of the following full-time semesters of attendance at DC:

Semester One:	At least 9 hours of credit earned
Semester Two:	At least 24 hours of credit earned
Semester Three:	At least 24 hours of credit earned
Semester Four:	At least 48 hours of credit earned
Semester Five:	At least 48 hours of credit earned
Semester Six:	At least 72 hours of credit earned
Semester Seven and beyond:	At least 72 hours of credit earned

*Terms of Attendance are determined based on NAIA Article V – Section B – Item 22: A term of attendance is any quarter, semester or trimester (excluding summer sessions) in which the student becomes identified at a single institution. The word "term" as used throughout the bylaws refers to quarter, semester or trimester, whichever applies as the official unit of class attendance at any college or university.

Credit Requirements

The Registrar will determine which semester requirement the student must meet based on the number of credits transferred in (with the requirement to increase in each following semester as indicated above). While the Registrar will make the specific determination, the general rule is that transferring in 12 to 23 credits requires a student to meet the Semester Two GPA requirement by the conclusion of the first semester of attendance at DC; transferring in 24 to 35 credits, requires a student to meet the Semester Three GPA requirement by the conclusion of the first semester of attendance at DC; transferring in 36 to 47 credits requires a student to meet the Semester Four GPA requirement by the conclusion of the first semester of attendance at DC; and transferring in 48 or more credits requires a student to meet the Semester Five GPA requirement by the conclusion of the first semester of attendance at DC.

Satisfactory Academic Progress for Transfers (i.e., those students who are not starting their first post-secondary school semester at DC and who are transferring in credits from another higher education institution)

For purposes of meeting the Satisfactory Progress requirement, only credits earned while in residence at DC are counted (meaning that no transferred credits are counted). In addition, the only semesters that are counted for purposes of determining whether this requirement has been met are those semesters while in residence at DC. If there is any question, the Registrar will make the determination regarding how this requirement applies to the specific situations of individual students.

An entering transfer student may only qualify to participate in their first semester of enrollment at DC if the student-athlete would have been deemed both academically and athletically eligible at the student's previous institution regardless of athletic participation. If the student is deemed not eligible, a year of residence must be completed before certification. (NAIA Article V – Section G – Item 6). Eligibility is determined through use of a required transfer tracer report DC will send to all qualifying previous institution(s) of previous enrollment as well as the NAIA Eligibility Center. If the student's most recent tracer report reveals the student is not athletically and academically eligible at their previous institution, the student will sit out of all competition for one calendar year. A student under disciplinary suspension MUST complete one calendar year of residency at DC before participating in NAIA athletics.

Other Requirements for Transfers
The above is not a full description of the requirements for transfer students. For example, for purposes of applying the NAIA maximum combined total of ten terms of full-time attendance, a transfer student will be assessed terms of attendance at all previous institutions regardless of whether the student played a sport while at that institution.

Transfer students are strongly encouraged to check with the Registrar as early as possible in the transfer process to understand how they might be affected by these and other requirements.

For All Students
Different students may have particular situations in which they do not fit clearly within any particular category. In such cases, the Registrar will decide how these rules apply.

Defiance College Athletic Insurance Policy
Per NAIA bylaws, Defiance College must certify insurance coverage for medical expenses resulting from athletically related injuries sustained by a student-athlete participating in a covered event in an intercollegiate sport as recognized by the college. To be eligible to participate as a student-athlete, students must carry an insurance policy. Any questions can be directed to the Athletic Director or Head Athletic Trainer.

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

First Year Experience Common Read
Each fall first-time in college students take a course focusing on their academic transition to college and the development of college-level research skills called First Year Experience Seminar (FYE 100). Since 2016, each class uses a common read exploring the question "who am I"? The author of the common read then speaks to the entering class each October. Recent authors include Wes Moore (*The Other Wes Moore*), Howard Reich (*Prisoner of Her Past*), Bich Nyguen (*Stealing Buddha's Dinner*), Kristen Iversen (*Full Body Burden*) Dr. Mona Hanna-Attisha (*What the Eyes Don't See*), Stephanie Land (*Class*), and Emi Nietfeld *(Acceptance)*.

Jacket Journey
Jacket Journey is a career-readiness program that will help students see connections between their experience in the classroom, participation in co-curricular and extracurricular activities, and the power skills needed for success in the 21st century workplace. This program is designed to help students better articulate the knowledge, skills, and dispositions they acquire at Defiance College;

foster dialogue between the college community and employers through an annual summit; and provide faculty with opportunities to connect with employers.

Jacket Days

Jacket Days (J-Days) occur each January, prior to the start of the spring semester. This 3-day, engaging, immersive, and required (beginning with the class of 2024) provides programming focused on career-readiness. Participation in Jacket Days allows students to earn academic credit. Each year of the Jacket Days experienced is tailored to meet the needs of students and prepare them for success after graduation. Throughout their four-years in the program, students are taught to D.E.F.I.

Year 1 **D**iscover
Year 2 **E**ngage
Year 3 **F**ormulate
Year 4 **I**nitiate

The outcome of a student's participation in J-Days through the GEN 101, 201, 301 and 401 courses, is a portfolio and presentation meeting the following program learning objectives:

1. Assemble a job-readiness portfolio that includes an applicant introduction, qualifications summary, professional resume, general cover letter, and self-reflective essay on why a particular field or career path is right for you.
2. Summarize educational background, professional experiences, skills, qualifications and interest in a job and/or post-baccalaureate program both formally and informally via a self r4efletive essay and oral presentation.

Matriculation/Convocation

DC has held fall convocations to kick off the new academic year since at least the early 1900s. Often the current DC President would give remarks, but outside speakers were brought in also. In 1956, then-U.S. Vice President Richard M. Nixon spoke at DC's fall convocation. Many convocations from the 1960s to 2005 were held in Schomburg Auditorium. From 2006-2016, convocation was combined with a matriculation ceremony and held at the Weaner Center, where first-year students were welcomed, heard remarks from administrative and student leaders, signed a class banner, and attended a picnic. In 2017, fall convocation was moved back to Schomburg where faculty and staff process in in regalia to denote the welcoming of students into the academic community. A short convocation speech is delivered as part of the ceremony, as well as, faculty accomplishments of tenure and promotion are celebrated.

McMaster Symposium and Academic Colloquium Day

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

Progeny

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

The Defender (DC College Newspaper)

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

Women's Gallery Art Exhibits

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

Resources for Students

Bookstore (Online at defiance.ecampus.com)
Hours: 24-hours a day
Customer Service: M-F 9 a.m. – 5 p.m. CST
Phone: 1-877-284-6744
The online bookstore offers a large selection of new, used, rental and eBook inventory. Students save money with competitive internet pricing. Students have the additional option of ordering from the marketplace which matches buyers with individual sellers, saving up to 90% on book costs. Payment can be made by credit card, PayPal or buyback credit. Books can be shipped home or to the campus mail center. The bookstore, in conjunction with the Business Office, offers students the opportunity to make purchases utilizing financial aid credit. Students with a pending credit on their student account can complete the textbook charge authorization on the Student Account Information page of their myDC portal to transfer a portion of the credit to the bookstore. The bookstore will buy back purchased books at the on campus buy back session held at the end of each semester or via the online buy back process.

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

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

ACADEMIC AFFAIRS ORGANIZATION AND CULTURE

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

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

Culture of Engagement and Service

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

Division Structure

The Division of Academic Affairs houses the Office of the Executive Vice President and Dean of Academic Affairs (also known as the Chief Academic Officer), Associate Vice President for Academic Affairs, McMaster School and the Institute for Career Readiness and Lifelong Learning, Assistant Vice President for Academic Affairs and Registrar, Director of Academic Technology and the Head of Assessment. Each office provides support to the institution's academic mission, develops the curriculum, enforces academic policies, and reviews policies and procedures of the academic structure of the College.

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

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

Arts and Humanities

Kathryn Phillips, Chair

Courses offered in Art (ART), Arts and Humanities (HUM), Communication Studies (COMM), English (ENGL), First Year Experience (FYE), General Studies (GEN), Geography (GEOG), Graphic Design (DSGN), History (HIST), Honors (HONR), Language (LANG), McMaster (MCC), Ministry Studies (MNS), Music (MUS), Political Science (POL), Religion (REL), Sociology (SOC), and Theatre (THEA). The Lead Librarian also is in this division.

Business, Education, and Social Work

Tess Salisbury, Chair

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

Natural Science, Applied Science, and Mathematics

Mollie Sorrell, Chair

Courses offered in Biology (BIO), Chemistry (CHEM), Computer Science (CSCI), Criminal Justice (CRJU), Cybersecurity (CYBR), Engineering (MATH2), Environmental Science (courses offered under BIO, CHEM and NSCI), Exercise Science (ESCI), Forensic Science (FNSC), Geographic Information Systems (courses offered under NSCI), Law Enforcement Intelligence (LINT), Mathematics (MATH), Molecular Biology (MBIO), Natural Science (NSCI), Nursing (NRS), Physical Science (PHYS), and Psychology (PSY).

Honors Program

Director: TBD

Location: Defiance Hall 206C with an Honors Lounge in McCann Student Center

Hours: M-F 8:30 a.m. – 4:30 p.m.

The Carolyn M. Small Honors Program provides opportunities for Defiance College students of all majors to develop academic strength through the Honors First-Year Experience course and the Honors World Issues course, participate in Honors Seminars coupled with off-campus experiences, and as juniors and seniors select Honors Option courses. All honors courses are designated on the students' transcripts. Honors Program goals:

- Provide opportunities beyond the curriculum of the College that support academic excellence through intentional learning;
- Engage students in the development of a sense of coherence between intellectual realms, founded in a traditional liberal arts education and the real world;
- Promote the development of a sensitivity to the diverse cultures of the world and an understanding of the complexity of world interdependence;
- Model innovative ways to teach and learn; and
- Promote for Honors students the kind of support and camaraderie that contributes to a successful college experience.

What do honors scholars do?

- Engage in challenging learning experiences through Honors course sections of COMM 120 – Introduction to Human Communication, FYE 100 – College Engagement Seminar, ENGL 225 – Composition II, GLST 100 – World Issues, HONR 101 – Honors Seminar, and self-designed Honors Option courses;
- Participate in Honors special events and bi-monthly meetings, and;
- Present at the annual Academic Colloquium and off-campus conferences.

Institute for Career Readiness and Lifelong Learning

Bridgette Winslow, Associate Vice President
Location: Pilgrim Library 201
Hours: M-F 8:30 a.m. -4:30 p.m.
Phone extension: 2349

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

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

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

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

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

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

Internship Information

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

Jacket Journey

Jacket Journey is a career-readiness program that will help students see connections between their experience in the classroom, participation in co-curricular and extracurricular activities, and the power skills needed for success in the 21st century workplace.

This program is designed to help students better articulate the knowledge, skills, and dispositions they acquire at Defiance College; foster dialogue between the college community and employers through an annual summit; and provide faculty with opportunities to connect with employers.

Jacket Days
Jacket Days (J-Days) occur each January, prior to the start of the spring semester. This 3-day, engaging, immersive, and required conference provides programming focused on career-readiness. Participation in Jacket Days allows students to earn academic credit. Each year of the Jacket Days experienced is tailored to meet the needs of students and prepare them for success after graduation. Throughout their four-years in the program, students are taught to D.E.F.I.

Year 1 **D**iscover
Year 2 **E**ngage
Year 3 **F**inalize
Year 4 **I**nitiate

Jacket Points
Jacket Points are designed to help track student experiences throughout their Jacket Journey. Points are awarded for participation in career-readiness programming, co and extracurricular activities, and various other events. Students will have the opportunity to receive prizes and participate in special events for earning points. Jacket Points will be tracked via the Jacket Journey mobile app.

Institute for Pre-Health and Wellness Studies

Olivia Lozar, Ph.D.
Location: Dana Hall room 4
Phone extension: 2456

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

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

The U.S. Bureau of Labor Statistics (https://www.bls.gov/ooh/healthcare/home.htm, 2017) predicts an 18% growth in professions in health and wellness, much faster than the average for all occupations, adding about 2.4 million new jobs between 2016 and 2026. The Institute is poised to help Defiance College students realize their aspirations in these professions. Due to the broad array of opportunities in the fields of "health care," we named the Institute Pre-Health and Wellness Studies to capture the range of interests from medical doctors, to nurses, to medical social workers, to personal health and wellness coaches. The Institute provides Defiance College Pre-Health and Wellness majors additional support as well as complementary academic programming such as guest speakers, documentary film screenings, and field trips.

McMaster School for Advancing Humanity

Bridgette Winslow, Assoc VP
Location: Pilgrim Library
Hours: M-F 8:30 a.m. – 4:30 p.m.
Phone extension: 2552

The McMaster School for Advancing Humanity was founded in 2002 through the generosity and vision of the McMaster family. It was designed to serve as a focal point for teaching, service, scholarship, and action to improve the human condition worldwide. The mission of the McMaster School is: to educate students for responsible citizenship; to produce committed global citizens and leaders

who understand the importance of individual liberties in improving the human condition worldwide; and to encourage graduates to take an active role in addressing these issues in whatever professions they may choose.

McMaster Scholars and Fellows

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

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

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

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

The McMaster Certificate Program

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

Certificate Requirements (total of 9-13 credit hours)

Students must successfully apply for and complete the requirements of a McMaster Scholar within two McMaster Learning Communities. They must apply for the McMaster School for Advancing Humanity Certificate Program upon the completion of their first McMaster Scholar/Learning Community experience and upon acceptance into their second McMaster Scholar/Learning Community experience. Participation in a minimum of four "Constitutional Conversations" co-curricular campus debate/discussions is also required. Finally, the certificate requires coursework as follows:

<u>Required course:</u>

POL 337	Comparative Social and Political Systems (1)

<u>Choose one:</u>

POL 130	Introduction to United States Government (3)
HIST/POL 255	Democracy in America (3)
HIST/POL 336	History of the Constitution (3)
POL 338	Religion and the Constitution (3)

<u>Choose one:</u>

NSCI 380	Global Sustainability (3)
SWK 265	Cultural Diversity (3)

Presidential Service Leaders Program

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

Program Requirements & Expectations:

To maintain the scholarship, student participants must fulfill the following requirements throughout the academic year:

- Service Hours: Complete a minimum of 100 hours of service during the academic year. These hours will be coordinated and monitored by the Director of the Presidential Service Leaders program. Hours will be completed both on campus and at approved locations within the Defiance College community.
- Academic Performance: Maintain a cumulative GPA of 3.0 or higher.
- Ambassadorial Role: Serve as official ambassadors for the Admissions Office and other departments across the College, representing the institution at various events and functions. Time spent as an ambassador will count toward required hours of service each academic year.

Leadership & Ambassador Opportunities:

As part of the program, students will be provided with opportunities to further develop their leadership skills and connect with college leaders:

- Leadership Conference: In the fall, students will attend a mandatory, dedicated Leadership conference/weekend. This event will be hosted by the McMaster School with the involvement of the President and coordinated by the Director of the Presidential Service Leader program and the Associate VP for Academic Affairs. Students will be required to attend the Leadership conference/weekend each year.
- Ambassadorial Service: Students will be integral to the College's outreach efforts, sharing their experiences with prospective students and representing the values of the institution, e.g., Board of Trustees representatives, leading tours for job candidates, and government officials.
- Leadership Series: Students will attend one Leadership Series meeting per month during the academic year.

Success Services

Director: Lisa Crumit-Hancock, Assistant Vice President & Registrar

Location: Pilgrim Library

Phone extension: 2332

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

All of Your Academic Support in One Building

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

Pilgrim Library

Director: Assist. VP & Registrar, Lisa Crumit-Hancock

Associate Director: Maddie Clawson

Hours: during fall & spring semesters: M-T 8am-11pm, F 8am-8pm, Sat 9am-1pm, and Sun 12pm-11pm

Phone extension: 2481

Website: https;//library.defiance.edu

The mission of the Pilgrim Library is to contribute to effective teaching, learning, and research at Defiance College, by promoting information literacy, by providing diverse information resources that support the curriculum, by collaborating with faculty to further the academic success of students, and by actively preserving and presenting Defiance College's rich history for current and past students as well as the larger community. The most valuable resource in the Pilgrim Library is the professional library staff. The

library staff offers a wide range of research and reference assistance. This help may be face-to-face, via email, through chat, or by means of scheduled individual or group instruction. The library building includes a computer lab, space, and tools for both collaborative and independent study, informal lounge areas, free printing (including wireless) and Wi-Fi available to all registered students throughout the facility.

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

Academic Support Center

Director: Jordan Gehring

Location: Pilgrim Library lower level

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

Phone extension: 2495

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

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

Supplemental Instruction for select courses in Math and Sciences

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

Tutoring

Individual and group tutoring is available through trained peer tutors for most courses at no cost to students. Students should schedule tutors as soon as possible early in the semester, though requests for tutoring are accepted throughout the semester. Math tutors are available for drop-in or scheduled appointments during specific hours each semester. In addition to face-to-face peer tutoring, ASC also provides online tutoring through the OhioLINK eTutoring platform available to students via the internet using their DC email. For more information, go to: https://library.defiance.edu/ASC/eTutoring.

Writing Studio

The Writing Studio provides students with assistance on their papers, projects, and reports from peer writing consultants. Writing Consultants provide students with private, individualized help to develop strategies for approaching their assignments through a better understanding of purpose, structure, topic, and audience. Writing Consultants, recommended by faculty after completing the composition coursework at DC, are trained to help writers with any stage of the writing process, but are not proofreaders. The Writing Studio also hosts a series of writing skill workshops each semester to provide opportunities for students to learn some quick strategies for improving their written communication. In addition, the Writing Studio also provides free online writing assistance through the OhioLINK eTutoring platform, which is available to all students via the internet using their DC email. For more information go to: https://library.defiance.edu/ASC/eTutoring.

STEM Computer Lab

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

DC PASS

Directors: Lisa Crumit-Hancock, Assistant Vice President & Registrar and Jordan Gehring, Director of the ASC

Location: Pilgrim Library

Phone extension: 2332 or 2495
Website: https://library.defiance.edu/successservices

DC Pathways to Academic Student Success (DC PASS) is an academic coaching program dedicated to helping at-risk students thrive in college. By focusing on a growth mindset and actionable study strategies, the program equips students to confidently navigate college academics. Participants meet regularly with an academic coach to build and execute a customized success plan.

Structured Study Program (SSP)
Director: Assist. VP & Registrar, Lisa Crumit-Hancock
SSP Hours: Sun 12-10pm, M-T 8am-10pm, and F 9am-8pm
Website: https://library.defiance.edu/SSP
The Structured Study Program or SSP provides arranged and organized study tables for Defiance College students involved in athletics and any students in need of academic structure. SSP creates a resource-rich environment where students can get coursework done free of distractions and where students can access the academic assistance they may need to improve study skills. Sessions are offered throughout the week and should be scheduled with Success Services.

TRIO Student Support Services (SSS)

Director: Chitranjan Greer-Travis
Location: Defiance Hall Room 204
Phone Extension: 2612

TRIO
TRIO is a set of federally funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. 790,000 low-income, first-generation students and students with disabilities – from sixth grade through college graduation – are served by over 2,800 programs nationally. TRIO programs provide academic tutoring, personal counseling, mentoring, financial guidance, and other supports necessary for educational access and retention. TRIO programs provide direct support services for students and relevant training for directors and staff.

Student Support Services (SSS) Program
Student Support Services (SSS) is one of the TRIO federal programs. Through a grant competition, SSS funds are awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. SSS projects also may provide grant aid to current SSS participants who are receiving Federal Pell Grants. The goal of SSS is to increase the college retention and graduation rates of its participants.
All SSS projects **must** provide:

- Academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects;
- Advice and assistance in postsecondary course selection, assisting students with information on both the full range of student financial aid programs, benefits and resources for locating public and private scholarships; and assistance in completing financial aid applications.
- Education or counseling services designed to improve the financial and economic literacy and assist students in applying for admission to graduate and professional programs; and
- Assisting students enrolled in two-year institutions and applying for admission to, and obtaining financial assistance for enrollment in four-year programs.

The SSS projects **may also** provide:

- Individualized counseling for personal, career, and academic information, activities, and instruction designed to acquaint students with career options;
- Exposure to cultural events and academic programs not usually available;
- Mentoring programs;
- Securing temporary housing during breaks for students who are homeless youths and students who are in foster care or are aging out of the foster care system.

TRIO SSS at Defiance College

Each academic year, the TRIO SSS program at Defiance College will serve 160 participants based on the eligibility criteria listed below. The key services that TRIO SSS at Defiance College provides students to engage, persist and graduate are:

- Immersive Summer Scholars Program: First year participants can jumpstart the college journey with an exclusive, one-week on-campus summer bridge experience where you can earn two free credits and start your academic career with a 4.0 gpa, build early connections with fellow SSS participants, and conquer the transition to college life.
- Holistic Academic Coaching: Go beyond basic advising with a dedicated partner who co-creates participants' personalized roadmap to graduation and provides participants elevated study & time-management strategies for college success. TRIO SSS participants work with their program coaches to take advantage of early course registration each semester.
- Peer Mentoring: Build lasting community and skip the transition learning curve with one-on-one guidance from an experienced upperclassman who has been in the participants' shoes and knows the ropes of campus life.
- Empowered Financial Wellness: Demystify the financial aid process with specialized, one-on-one guidance through FAFSA, scholarships, and personal budgeting.
- Next-Step Career Planning: Strategic, milestone-driven preparation to give SSS students a competitive edge when applying to graduate schools or launching their careers.
- Priority Success Interventions: Skip the guesswork with fast-tracked tutoring referrals and targeted, high-impact academic workshops.
- Curated Leadership Experiences: Access exclusive, cohort-only educational enrichment and professional development opportunities.

Eligibility

A student is eligible to participate in a Student Support Services Program if the student meets **all** of the following requirements:

(1) Is a citizen or national of the United States or meets the residency requirements for Federal student financial assistance.
(2) Is enrolled at the grantee institution or accepted for enrollment in the next academic term at that institution.
(3) Has a need for academic support, as determined by the grantee, in order to pursue a postsecondary educational program successfully.
(4) Is-
    (a) An income-eligible individual; or
    (b) A first-generation college student; or
    (c) A person with disabilities

Academic need definition:

A student whom the grantee determines needs one or more of the services provided to succeed in a postsecondary educational program. For more information contact the TRIO SSS Director.

Low-income individual definition:

A "low-income student" is defined as one whose family's taxable income from the previous year does not exceed 150 percent of the poverty level year. These thresholds fluctuate each year. 2026 Levels:

Family size:	Income:	Family size:	Income:
1	$23,940	5	$58,020
2	$32,460	6	$66,540
3	$40,980	7	$75,060
4	$49,500	8	$83,580

For the most up-to-date figures, here is official link from the Department of Education: https://www.ed.gov/grants-and-programs/grants-higher-education/federal-trio-programs/federal-trio-programs-current-year-low-income-levels

NOTE: Documentation of **Household Size and Taxable Income** is required to determine low-income eligibility for participation in TRIO Student Support Services. It is very important that you indicate your **TAXABLE** income and not total income or adjusted gross income, (see Federal Tax Form 1040 – Line 43, Form 1040A – Line 27 **or** Form 1040EZ – Line 6).

First-generation college student definition:

(1) A student neither of whose natural or adoptive parents received a baccalaureate degree;
(2) A student who, prior to the age of 18, regularly resided with and received support from only one parent and whose supporting parent did not receive a baccalaureate degree; or

(3) An individual who, prior to the age of 18, did not regularly reside with or receive support from a natural or an adoptive parent.

Individual with a disability definition:
A person who has a disability, as that term is defined in section 12102 of the Americans with Disabilities Act (42 U.S.C. 12101 *et seq.*). Documentation of a disability is satisfied by proof of registration with the Accessibility Services Office at Defiance College.

MORE INFORMATION:

US Department of Education: ed.gov
Federal Student Aid: studentaid.gov
Internal Revenue Service: irs.gov
Council for Opportunity in Education: coenet.org

Office of the Registrar

Registrar: Assist. VP & Registrar, Lisa Crumit-Hancock
Associate Registrar: Dawn Buchholz
Assistant Registrar: Collette Knight
Location: Pilgrim Library upper level (to the left of the main entrance)
Hours: M-F 8:30 a.m. -4:30 p.m.
Phone extension: 2375

Primary services provided by the Office of the Registrar include the scheduling of classes, recording of grades, maintenance of transcripts, verification of enrollment, evaluation of transfer credits, degree audit checks, veteran benefit certification, and processing of graduation applications. We are committed to maintaining accurate information while protecting privacy. In most cases, the institution maintains records of grades and transcripts for a minimum of 20 years. The Registrar's Office further supports the academic mission of Defiance College by consistently enforcing its academic policies.

Computer Services

Location: Pilgrim Library 206
Hours: M-F, 8 a.m. – 5 p.m.
Phone extension: 2667
Email: helpdesk@defiance.edu

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

Music Programs

Location: Schauffler Hall
Hours: M-F, 8 a.m. – 4:30 p.m.
Phone extension: 2331

Defiance College Music Programs provides opportunities for students to express their artistic nature, continue musical growth, and make life-long friendships. DCMP offers several instrumental and vocal performing ensembles, private lessons, scholarships, and a

music minor degree program - all of which are open to DC students regardless of major. We encourage musicians of all levels to take part in our Music Programs! For more information, please contact the Music Programs staff at music@defiance.edu or extension 2331. Additional information can also be found at www.defiance.edu/music.

ACADEMIC POLICIES AND PROGRAMS

Degrees Offered

Defiance College is authorized by its Board of Trustees and the Ohio Department of Higher Education to grant the following degrees: Associate of Arts, Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Nursing.

Additionally, Defiance College is authorized by its Board of Trustees, the Higher Learning Commission, and the Ohio Department of Higher Education to grant a graduate certificate in Law Enforcement Intelligence (LENT)

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

- Master of Arts in Education
    - General Concentration
    - Principal Licensure PK-6, 4-9, or 5-12 (post-graduate licensure)
    - Superintendent's Licensure (post-graduate licensure)

- Master of Business Administration
    - Leadership Concentration
    - Logistics and Data Management
    - Sport Management Concentration

Requirements for Graduation: Associate of Arts

Defiance College awards the Associate of Arts degree in the following fields, and specific information on the Associate of Arts degree programs can be found under the various academic areas of this catalog:

- Business Administration
- Criminal Justice
- Self-Designed

Summary of Requirements for an Associate of Arts Degree

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

- Satisfactory completion of 60 or more semester credits as required by program;
- A 2.0 cumulative grade point average (equivalent to a "C" in all work undertaken including the major field);
- Completion of the general education requirements.

Requirements for Graduation: Baccalaureate Degree Offerings

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

Bachelor of Arts

Accounting
Business Administration
Communication Studies
English
Graphic Design
History
Organizational Supervision and Leadership
Religious Studies
Self-Designed

Bachelor of Arts Concentrations

Accounting (with Business Administration major)
Entrepreneurship (with Business Administration major)
Finance (with Business Administration major)
Forensic Accounting (with Accounting major)
Management (with Business Administration major)
Marketing (with Business Administration major)

Bachelor of Science

Biology
Computer Science
Criminal Justice
Cybersecurity
Primary PK-5 Education
Environmental Science
Exercise Science
Forensic Science
Integrated Language Arts Education
Integrated Mathematics Education
Integrated Social Studies Education
Intervention Specialist (Mild to Moderate) Education
Life Science Education
Life Science and Chemistry Education
Mathematics
Middle Childhood Education
Molecular Biology
Psychology
Self-Designed
Social Work
Sport Management

Bachelor of Science Concentrations

Field Biology (with Biology major)
Fitness, Strength and Conditioning (with Exercise Science major)
Information Technology (with Computer Science major)
Language Arts (with Middle Childhood major)
Mathematics (with Middle Childhood major)
Pre-Athletic Training (with Exercise Science major)
Pre-Occupational Therapy (with Exercise Science major)
Pre-Physical Therapy (with Exercise Science major)
Pre-Health Science (with Exercise Science major)
Science (with Middle Childhood major)
Security Architecture and Engineering (with Cybersecurity major)
Social Studies (with Middle Childhood major)
Web and Game Programming (with Computer Science major)

Bachelor of Science in Nursing

Nursing

Certificates not associated with majors

McMaster School for Advancing Humanity (this certificate may only be earned with the completion of a degree program)

Self-Designed Major

The Self-Designed major is offered at the associate and baccalaureate levels. Associate of Arts seekers should refer to the SDM major information for the assessment requirements. Students in good academic standing, who believe they would benefit educationally from a major not outlined in this Catalog, may prepare a proposal for a program of study that leads to a self-designed major. Students should arrange a self-designed major in consultation with their academic advisor. In cases where the plurality of courses for the planned design come from a different program than the one in which the advisor resides, the student will contact the Registrar's office to identify an advisor in accordance with change of major policy. Once established, the academic advisor will review the plan to ensure that:

- The plan articulates a plausible real-world usage and applicability and/or the plan has precisely defined parameters that the student wishes to explore, based on a pure, as opposed to an applied, rationale.
- The plan includes a minimum of 36 core hours, in aggregate, from at least two different programs.

- The plan includes a capstone course. This may draw from existing courses or may be an independent study course, agreed upon by the student and advisor.
- The submitted plan includes a completed "plan of study" form.
- The completed plan will be reviewed by a faculty panel. The panel shall consist of a minimum of three faculty members drawn from the programs that comprise the plan of study. The panel will review the proposal within 10 days from the time of submission.

The panel, after review, may:

- Recommend approval of the plan, and forward recommendation to the Chief Academic Officer.
- Ask the student for specific modifications to the plan before recommending approval.
- Recommend disapproval of the plan, listing reasons for disapproval, and forward the recommendation to the Chief Academic Officer.

If the faculty panel recommends disapproval, the student may rebut. Any rebuttal must be submitted, in writing, within 10 days to the Chief Academic Officer, with a copy of the rebuttal also given to the faculty panel. Final approval of a self-designed major will be completed by the Chief Academic Officer. Students interested in a self-designed major may submit their plan as early as the end of their freshman year but must submit prior to reaching senior status. Any deviation from this timeline must be approved by the Chief Academic Officer. Self-designed majors must include a minimum of 36 credit hours and must be the only major the student is pursuing. All baccalaureate degree general education requirements must be fulfilled in addition to the courses indicated in the self-designed major. Once approval is granted, any subsequent changes must be reviewed by the faculty panel and approved by the Chief Academic Officer.

Pre-Professional Programs

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

Pre-Professional programs are available in:

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

Pre-Dentistry

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

Pre-Law

A student interested in law should acquire a solid educational background which includes the humanities, history, the social sciences, mathematics, and language skills. English studies are of proven special importance. A recommended program of study for a pre-law student would include courses in literature, speech, a year of accounting, a course in logic, and advanced courses in composition or creative writing. Most law schools require the LSAT (Law School Admission Test). For additional information, the student should consult the current pre-law handbook, published in October and prepared by the Law School Admission Council and The Association of American Law Schools. It is available in the Office of Career Development.

Pre-Medicine

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

the fall of the senior year. Pre-Medicine Studies: Defiance College offers the required programs for admission to regular medical colleges, osteopathic medical colleges and chiropractic medical colleges. Further information can be obtained from the Natural Science faculty and the Associate Vice President for Academic Affairs.

Pre-Ministry Studies

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

Pre-Optometry

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

Pre-Veterinary

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

Academic Minors

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

At least half of the total hours prescribed in a minor must be completed in residence at Defiance College. Students who choose to complete a minor must take the prescribed courses as listed in the minor description. Students who choose to complete a second minor must take a minimum of nine additional hours of courses in the secondary minor that also do not apply to general education requirements, major(s) requirements, or the primary minor the student is completing. The change of major/minor/advisor form is available in the Registrar's Office or online through the myDC portal.

Minors

Art
Autism Studies
Business Administration
Chemistry
Coaching
Communication and Media
Computer Science
Criminal Justice
Cybersecurity
Economics
English
Geographic Information Systems
Graphic Design
History

Leadership
Marketing
Mathematics
Ministry Studies
Music
Political Science
Public Health
Psychology
Religious Studies
Sport Management
Writing

Minor Concentrations
Piano Concentration (with Music minor)
Strings, Woodwinds, Brass and Percussion Concentration (with Music minor)
Voice Concentration (with Music minor)

Summary of Requirements for a Bachelor of Arts, Bachelor of Science or Bachelor of Science in Nursing Degree
Each student must work with an academic advisor to develop a program of study which meets the following requirements:

- Enrollment in the First-Year Experience course, FYE 100 College Engagement Seminar, during the first year by all full-time first-year students below the age of 21 who have not had a successful college experience elsewhere;
- Satisfactory completion of 120 semester credits;
- A 2.0 cumulative grade point average (equivalent to a "C" in all work undertaken) as well as in the major field (unless a higher requirement is otherwise specified);
- Completion of the General Education Curriculum requirements listed in this publication;
- Completion of a major field of study;
- Satisfy the Defiance College residency requirements (also see the Residency Requirement section), which includes completing 15 credit hours within the major program of study;
- Completion of 24 credits in courses numbered 300 or above;
- Completion of 30 credits at Defiance College, and;
- Completion of the specific courses required for the major field of study.

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

For a major field, students may select either a single-discipline major (such as History) or an area major which may include several disciplines. Students may design a major that closely reflects their interests and goals (Self-Designed major). The Self-Designed major form is available in the Registrar's Office and additional specifications are available in this catalog.

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

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

Second Baccalaureate Degrees

Students may earn a second baccalaureate degree from Defiance College. If the first degree was earned from Defiance College, the student must meet the following requirements to qualify for a second degree:

1. Complete a minimum of 30 semester hours after earning the first baccalaureate degree, 24 of these hours must be in residence, in addition to the first degree requirements;
2. Fulfill requirements for a major in a division different from the first degree (Example: A student's degree is supreme. If a student earned a bachelor of arts degree in accounting and returns to major in business administration, a second degree of bachelor of arts will not be awarded but an additional major will be noted on the transcript if all degree requirements are met), and;
3. Must meet all requirements in force at the time of the student's application for the second degree. If the first degree was not earned from Defiance College, the student must fulfill requirements as published in this catalog under Baccalaureate Core Curriculum Requirements.

General Education Curriculum Requirements – All Degrees

The Defiance College General Education Curriculum (GEC) is divided into two parts: required core and elective courses. The GEC is designed to nurture student development of the knowledge, understanding, and skills needed to contribute to our global community in productive, creative, and reflective ways. Through required core courses focused upon the 21st century learning skills of critical thinking, creativity, collaboration, and communication and through elective courses that promote a breadth of knowledge and perspective, our students have the opportunity to develop an understanding of their world and become empowered to advocate for change.

General Education Required Core, known as "DC-14"

The following courses are **required** of all students pursuing an Associate of Arts, Bachelor of Arts, Bachelor of Science or Bachelor of Nursing degree programs (14.0 hours).

COMM 120 Introduction to Human Communication (3)
ENGL 125 Composition I (3)
ENGL 225 Composition II (3)
FYE 100 College Engagement Seminar (2)
HUM 100 Reacting to the Past (3)

All full-time, first-year students below the age of 21 who have not had a successful college experience elsewhere, as a matriculated student, must enroll in FYE 100 College Engagement Seminar during their first semester at Defiance College.

General Education Elective Courses

Each of the following five areas must also be fulfilled for all students pursuing an Associate of Arts, Bachelor of Arts, Bachelor of Science or Bachelor of Science in Nursing degree program (16 hours):

1. **Creative and Expressive Arts (CEA) Courses**: ART 110, ART 111, ART 112, ART 210, ART 215, COMM 130, COMM 245, COMM 250, DSGN 114, DSGN 230, ENGL 185, ENGL 220, ENGL 222, ENGL 275, MUS 110, MUS 123, MUS 170, 171, 172, 173, 174, 175, 176, 179, 180, 181, THEA 205. For the Creative and Expressive Arts requirement to be met, three total hours must be earned in this category. This can be earned by taking one three-credit course (e.g., ART 110), or the combination of any applied music or music ensemble courses to reach a total of three credits.

2. **Historical, Political, and Multicultural Perspectives (HPM) Courses**: BUS 260, HIST 201, HIST 202, HIST 204, HIST 205, HIST 207, POL 130, POL 255, REL 100, REL 110, REL 120, REL 201, REL 210, REL 211, REL 212, REL 220, REL 267, REL 300, REL 321, REL 330, REL 350, REL 360, REL 370, SOC/SWK 265.

3. **Quantitative Reasoning (QR) Courses**: BUS 212, MATH 105, MATH 110, MATH 114, MATH 201, MATH 235, PSY 230.

4. **Scientific Knowledge (SK) Courses**: BIO 113, 120, CHEM 113, 123, NSCI 200, 201, PHYS 202.

5. **Social and Behavioral Science (SBS) Courses**: ECON 201, ECON 205, PSY 110, SOC 120.

General Education Assessment and Defiance College General Learning Outcomes (GLOs)

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

Below is a list of the GLOs and the course designed to meet those learning objectives is noted in ( ).

GLO POC: Public Oral Communication: The student will have the ability to communicate orally in a variety of rhetorical situations (Assessed in COMM 120).

GLO PAW: Purposeful Academic Writing: The student will have the ability to communicate in writing for various academic purposes (Assessed in ENGL 125).

GLO RSA: Research and Source Analysis: The student will have the ability to retrieve, analyze, and document information from various sources for the purpose of academic research (Assessed in ENGL 225).

GLO CEE: College Engagement and Empowerment: The student will have the ability to communicate critical self-awareness in relation to academic and social skills (Assessed in FYE 100).

GLO WIP: World Issues Perspectives: The student will have the ability to identify the values, attitudes, and features that inform a given disciplinary perspective or group identity (Assessed in HUM 100).

GLO CEA: Creative and Expressive Arts: (see eligible courses listed above)
Explain and/or demonstrate how a particular medium (i.e., art/design, music, writing) can intentionally convey cultural perspectives and/or human experiences.

GLO HPM: Historical, Political, and Multicultural Perspectives: (see eligible courses listed above)
The student will have the ability to describe historical, political, or multicultural issues, concepts, or theories.

GLO QR: Quantitative Reasoning" (see eligible courses listed above)
The student will have the ability to utilize quantitative data to obtain and apply an appropriate conclusion when addressing a selected problem.

GLO SK: Scientific Knowledge" (see eligible courses listed above)
The student will have the ability to comprehensively and objectively analyze and evaluate appropriate data (e.g., issues, texts, artifacts, and events) from the physical or biological sciences and develop an informed conclusion.

GLO SBS 1: Social and Behavioral Sciences 1: (see eligible courses listed above)
The student will have the ability to describe findings and theories in at least one area of social or behavioral science.
OR
GLO SBS 2: Social and Behavioral Sciences 2: (see eligible courses listed above)
The student will have the ability to describe the scientific method and how it can be used to assess human behavior and/or interaction.

Major Learning Outcomes (MLO's)- All majors and minors

All majors and minors at Defiance College have articulated learning outcomes located on each major and/or minor webpages. These are updated annually by faculty as needed. Faculty assess student learning and MLO's in courses as identified on syllabi. Assessment of student learning is monitored by the Academic Committee on Assessment, and the Chief Academic Officer's office.

Graduate Certificates Offered

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

- Law Enforcement Intelligence

Graduate Degrees Offered

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

- Master of Arts in Education
    - General Concentration
    - Principal Licensure PK-6, 4-9, or 5-12 (post-graduate licensure)
    - Superintendent's Licensure (post-graduate licensure)

- Master of Business Administration
    - Leadership Concentration
    - Logistics and Data Management
    - Sport Management Concentration
    - Polymath Concentration

Commencement Participation

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

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

ACADEMIC POLICIES AND STANDARDS

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

Academic Dishonesty and Plagiarism

Responsibilities of Members of the Defiance Community

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

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

Academic Dishonesty

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

Plagiarism and Remediation

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

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

Examples of Plagiarism (a non-exclusive list):

Using the exact words from a source, including cutting and pasting from a Web site, without BOTH quotation marks to indicate the extent of the material borrowed and a citation of the original source.
Paraphrasing or summarizing ideas from a source without proper citation. Changing the words while maintaining the ideas from a source is a paraphrase that must be cited.

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

Remediation and Penalties

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

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

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

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

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

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

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

Academic Advising
Defiance College provides close attention to individuals. At the core of this individual concern is the advisory system and access to professors. All students are assigned a faculty advisor upon enrolling at Defiance College. Students can declare/change majors and minors and may request an advisor change in the Registrar's Office. Students are encouraged to work closely with their academic advisors throughout their college careers. Advisors are prepared to counsel students on selection of courses, assist with academic functions such as experiential learning, academic second chance paperwork or course substitutions, and career and graduate school advice.

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

Academic Year and Terms
Defiance College operates on a semester calendar consisting of two sixteen-week semesters. The fall semester runs from late August to mid-December; the spring semester runs from early January to early May. The online RN to BSN and Organizational Supervision and Leadership programs as well as the Graduate programs operate on eight-week semester courses during the fall and spring. Please consult with the Director of Nursing, Director of Education Program, and Director of Business Programs for rotation plans of study.

During the fall and spring semesters, undergraduate students normally take four or five courses which typically are three or four credits each, totaling approximately 15 credits. For a bachelor degree, 120 credits of satisfactory academic work are required. For an associate degree, 60 credits of satisfactory academic work are required. For graduate degrees, certificates, and licensures: 16 credits are required for the LINT certificate, 30 hours are required for a Master of Arts in Education, 20 hours for the Principal Licensure, 16 hours for the Superintendents' Licensure Program, 33 hours for the Masters of Business Administration, and 45 hours for the MBA with Polymath concentration.

The College offers five different summer terms from May through August. Most summer courses are also offered during the regular academic year. Students are encouraged to enroll in summer to lighten their course load during the year. Courses run in 1st six week, 2nd six week, all-summer formats and the RN to BSN and Organizational Supervision and Leadership terms run eight weeks in length. The MBA program courses run in a one eight week summer term, while the MAE program courses run in an eight week summer term followed by a six week summer term.

Academic Probation, Suspension and Dismissal Policy for Undergraduate Students

Students must maintain the following minimum cumulative grade point average to remain in good academic standing at Defiance College:

Attempted Career Hours	Minimum GPA
1-12	1.65
13-30	1.70
31-45	1.85
46 and above	2.00

Academic Probation

Any student whose cumulative grade point average required for the number of career hours attempted falls below the charted minimum level will be placed on academic probation. At the completion of the following probation semester, a student's term grade point average must be greater than 2.00 or the student will be academically suspended for a minimum of one semester.

Academic Suspension

A student in any semester who earns a 1.0 or below is suspended. Any student suspended may appeal this suspension for reinstatement per the guidelines provided in the letter from the Vice President and Dean of Academic Affairs.

Re-Instatement on Academic Probation

Any student that is reinstated following a suspension must earn a minimum of a 2.00 semester grade point average to continue enrollment. The student will continue on probation until the cumulative grade point average reaches the minimum requirements above. Reinstatement does not invalidate the suspension.

Dismissal

Any student who receives a third academic suspension is ineligible for reinstatement and is dismissed from Defiance College.

Academic Probation, Suspension, and Dismissal Policy for Graduate Students

Candidates whose cumulative grade point average falls below 3.0 are placed on academic probation and granted one year from the date of the initial probation to achieve the required 3.0 average. Candidates on academic probation may not enroll in EDUC 510, EDUC 698, submit or present the Master's Project. If a student is on academic probation, they must develop a plan of action to raise their 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 Policy for Undergraduate Students

Students receiving a grade of C- or below grade in a course may file Academic Second Chance paperwork through the Registrar's office to retake the same course for second chance. The forgiven course (the lower grade) is noted on a student's transcript with an asterisk; the repeated course (the higher grade) is noted with an "R". It is our policy to accept the best grade of the two courses, even if the first grade prevails as higher than the repeated course.

Forgiven courses are not calculated into a student's cumulative GPA and credit hours are not earned for both courses toward graduation requirements. Students may seek permission to take a determined equivalent course at another regionally accredited 4-year institution. Permission must be secured with the student's academic advisor and the Chief Academic Officer.

This option may be exercised with a total of 12 credits during the student's academic career at the College. The Academic Second Chance form must be completed with the Registrar's Office prior to enrolling in the course for the second time. The Academic Second Chance form is available in the Registrar's Office or online through the myDC portal.

Academic Second Chance may only be used for the first undergraduate degree. It may not be used to change academic history after a student has received a degree.

Academic Second Chance Policy for Graduate Students

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

Academic Class Standing for Undergraduate Students

The class standing of a student is determined as follows:

- Freshman: 0 to 29 credits completed
- Sophomore: 30 to 59 credits completed
- Junior: 60 to 89 credits completed
- Senior: 90 or more credits completed

Academic Status for Graduate Students

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

APA Citation Requirement for Graduate Students

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

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

Appeals and Grievance Procedures for Graduate Students

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

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

Auditing Courses

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

Awarding of Degrees for Undergraduate Students

A student who satisfactorily completes the graduation requirements listed below and who is approved for graduation by the faculty and trustees will receive the Associate of Arts, the Bachelor of Arts, the Bachelor of Science, or the Bachelor of Science in Nursing degree. In order to qualify for graduation students must declare their intention to graduate by completing a graduation application. Applications must be submitted to the Registrar's Office at least one semester in advance of the last semester of enrollment. To receive their degrees, students must discharge all financial obligations to the College, including completing exit loan counseling, if applicable. All requirements for graduation must be met and verified by the Registrar's Office by May 31 (for spring term graduates), August 30 (for summer term graduates) or January 15 (for fall term graduates). A full-time student normally is subject to the requirements in the catalog current at the time of entrance, provided a degree is completed within five calendar years of entrance. For part-time students, the time limit is eight calendar years. However, a student may elect to follow all of the requirements stated in a more recent catalog.

Procedures for Incomplete and/or Work in Progress Grades, Transfer Credits, and Graduation

If any requirement for a degree is not satisfied by the dates listed above due to missing transfer credits, incompletes, work-in-progress grades, and/or missing non-course requirements, the student will have the degree conferred in the semester in which all requirements are determined by the Registrar's Office to have been met.

Awarding of Degrees for Graduate Students

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

Class Attendance Policy for Undergraduate Students

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

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

Class Attendance Policy for Graduate Students

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

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

College Credit Plus Graduates

This policy applies only to College Credit Plus student currently enrolled in non-degree seeking status and if the student has yet to officially graduate from high school but will complete all requirements to be granted a diploma from Defiance College. During the semester the student plans to graduate from Defiance College the student will need to move from the CCP program to degree seeking status. The student will need to fill out the Application to Move from CCP to Degree Seeking form and also submit a letter from a high school official stating that upon successful completion of your last semester you will have met the requirements for your high school diploma. Once the completed application and letter are received, the student will be moved to degree seeking status and be able to apply for graduation. The student will then graduate from Defiance College as long as all requirements are met for the degree pursuing. If these steps are not taken, or the requirements for high school graduation are not met, the student may participate in the ceremony at Defiance College but not received their diploma or officially graduate from Defiance College. Should the issue be resolved with the high school, the student may then receive their diploma and officially graduate.

Covid 19 Vaccination Policy

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

Course Enrollment by Class Rank Policy

Students with under 60 earned credit hours may not take courses numbered 300 or higher without permission of the instructor.

Course Load

Normally, students carry a course load of 15 credits each regular term. However, a student may carry as few as 12 credits in a regular term and still remain enrolled full-time. Students may enroll in up to 18 hours until they are considered in overload. Students must receive permission by the Registrar in order to enroll in more than 18 credits in a semester and an overload fee would apply. Some beginning students are advised to take no more than 12 credits in their first term. Students whose academic skills are not strong upon entering the College should be prepared for the possibility that graduation may require more than four years. Additionally, students who are on academic probation may be limited to 12-13 credit hours as a condition of their academic probation.

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

Coursework Time Limitations for Graduate Students

All work for the master's degree, including credits accepted by transfer, must be completed within a period of six calendar years. Failure to complete the program in six calendar years will result in removal from the program. Credit for courses taken outside of this time frame will not be accepted. A graduate candidate who wishes to extend their program must submit a written petition to the candidate's respective Program Director before the end of the six-year time limit. Decisions will be made by the Office of Academic Affairs based on the recommendation of the Program Director. The request should indicate the reasons for the extension and a proposed timeline of completing the degree taking no more than one additional academic year

Dean's List

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

Declaration of Minor Policy

Defiance College requires all majors to also declare a minor no later than their third term on campus. Transfer students are exempt from this provision, as are students in the Teacher Education program.

Definition of a Credit Hour

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

Degree Offerings and Requirements

See each individual portion of the catalog for all offerings and requirements.

Experiential Learning

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

Field Experience

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

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

Internships

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

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

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

1. The right to review and inspect their own education records. An eligible student has the right to inspect and review the student's education records within 45 days after the day Defiance College (the "college") receives a request for access. A student should submit a written request to the Registrar that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, they shall advise the student of the correct records custodian to whom the request should be addressed.

2. The right to request an amendment of the education record that the student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the college to amend a record should write the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. The college will, within a reasonable time after receiving the request, decide whether to amend the record as requested. If the college decides not to amend the record as requested, the college will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Defiance College discloses personally identifiable information (PII) from the student's educational records, except to the extent that FERPA authorizes disclosure without consent. An eligible student has the right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   The college may, and from time to time does, disclose education records without a student's prior written consent when authorized by FERPA, including to college officials whom the university has determined to have legitimate educational interests. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for the college. Defiance College defines "college officials" and "legitimate educational interests" as follows:
   a. "College officials" include
      i. Persons employed by Defiance College in an administrative, supervisory, academic, research, or clerical or support staff position (including but not limited to law enforcement unit personnel, attorneys, counselors, and health staff);
      ii. Persons serving on the board of trustees; or
      iii. Persons (including students) serving on an official university committee, such as a disciplinary or grievance committee.
   b. A college official also may include a volunteer, contractor, consultant or other party outside of Defiance College
      i. Who performs an institutional service or function for which the university would otherwise use its own employees,
      ii. Who is under the direct control of the university with respect to the use and maintenance of education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another university official in performing their tasks, and
      iii. Who is subject to the obligation not to disclose PII from any education record without the prior written consent of the student.
   c. "Legitimate educational interests" include performing a task or engaging in an activity related to
      i. One's regular duties or professional responsibilities,
      ii. A student's education,
      iii. The discipline of a student,
      iv. A service to or benefit for a student,
      v. Measures to support student success, and
      vi. The safety and security of the campus.

4. The right to file a complaint. An eligible student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Defiance College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

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

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

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

- To other college officials whom the college has determined to have legitimate educational interests, as described above under paragraph 3. This includes contractors, consultants, volunteers, or other parties to whom the university has outsourced institutional services or functions, provided that certain conditions are met. (§ 99.31(a)(1))
- To officials of another university where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To certain state and local officials or authorities when authorized by state statute in certain cases. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the university, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- When it is information the university has designated as "directory information" under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the university determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the university's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the university, governing the use or possession of alcohol or a controlled substance if the university determines the student committed a disciplinary violation and the student is under the age of 21. (§ 99.31(a)(15))
- The disclosure concerns sex offenders and other individuals required to register under section 17010 of the Violent Crime Control and Law Enforcement Act of 1994.

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

Solomon Amendment

The Solomon Amendment (10 U.S.C. § 983) is a federal law that allows military recruiters to access some address, biographical and academic program information on students age 17 or older who have not filed any FERPA restrictions. As such, Defiance College may

disclose directory information to military recruiters in compliance with the Amendment. The U.S. Department of Education has determined the Amendment supersedes most elements of FERPA. An institution is therefore obligated to release data which may or may not match our FERPA directory information described below under "Directory Information."

Defiance College will disclose the following information in compliance with an authorized Solomon request:
Name, address, age and date of birth, class standing, degree sought, email, major, and phone number. A student's age, date of birth and major are not defined by Defiance College as Directory Information under the list below, but are required to be disclosed to military recruiters under the Solomon Amendment. Students who have requested a restriction of their directory information as described below under "Request to Restrict Directory Information" will not have their information disclosed to recruiters.

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

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

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

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

- Name
- Email address
- Address (local & home)
- Telephone number (any listed)
- Curriculum
- Enrollment status & credit hours
- Dates of attendance
- Class rank classification
- Receipt or non-receipt of degree
- Academic awards received (dean's list, honors students)
- Participation in officially recognized activities
- Sports photograph(s)
- Position, weight, height in athletics

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

Once a student's record has been made confidential, no information can be shared about the individual without the student's written consent. In such a case, problems may occur thereafter when potential employers or other parties make inquiries about the student. Any questions about this policy should be referred to the Registrar's Office at registrar@defiance.edu.

Grade Appeals

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

Grade Changes

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

Grade Reports

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

Grading System for Undergraduate Students

The following system is used for determining grades and arriving at the grade point average:
A, A-
B+, B, B-
C+, C, C-
D+, D, D-
F
AU – Audit
I – Incomplete (An "I" not made up by the end of the next regular term will become an "F")
LB – Lab Credit
NC – No Credit
P – Passing at "C" level or above for undergraduate courses and "B" level or above for graduate courses
S – Satisfactory
U – Unsatisfactory
W – Withdrawal
WIP – Work in-progress (currently enrolled classes listed on transcript by year and term)
WF – Withdrawal failing (counts as an "F" in cumulative and term GPA)

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

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

F, WF, AU, AW, W - 0 points

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

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

Grading System for Graduate Students

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

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

In order to compare the standing of students, the College uses a point system which assigns the following numerical value for each hour of credit:
A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
F, WF, W - 0 points
Courses in which the student receives grades of "W," "I," and "WIP" are not included when computing the grade point average. To arrive at the average, all earned points are added and the total divided by the number of credit hours. For example, a student who takes five courses of three credits each and receives an "A" in all of them accumulates 60 grade-points, which is divided by 15, yielding a grade point average of 4.0.

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

Graduate Course Enrollment for Undergraduate Students

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

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

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

Graduation Honors

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

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

Graduation honors are open only to students receiving baccalaureate degrees who have earned the qualifying grade point average at Defiance College and who will graduate with a minimum of 45 hours completed in residence at Defiance College. To be formally recognized during the Commencement ceremonies, students must qualify for honors by the end of the fall semester prior to the May Commencement. However, students who earn the grade point average by the end of their degree program will also receive the updated notation on their transcripts. Diplomas are printed out of house prior to graduation; therefore, if a student earns honors their last semester and wishes to have a diploma with the honors notation, they can purchase a new diploma.

Graduation Requirement for Graduate Students

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

Honors List

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

Incomplete Grades

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

Independent Study Courses

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

At the graduate level, independent study courses are only available to students in the MBA program. Students must work closely with the MBA program director in planning, executing, and evaluating if an independent study course is appropriate in their plan of study. All graduate independent study courses must be approved by the MBA Program Director and Vice President for Academic Affairs. Only one required course in the MBA Core may be taken through independent study. A course may not be taken as an independent study during the academic term in which the course is being offered. Approved independent study forms must be submitted to the Registrar's Office by the end of the posted Add/Drop period.

Leave of Absence

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

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

Military Active-Duty Policy

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

Non-Discrimination Policy

Defiance College is committed to providing equal opportunity to all individuals. Defiance College does not discriminate on the basis of race, ethnicity, religion, national origin, sex, gender, gender identity/expression, sexual orientation, age, disability, genetic information, marital status, or veteran status in administration of its admission, financial aid, employment, and academic policies and practices, as well as the College's athletic programs and other college-administered programs, services, and activities. The College will abide by all applicable requirements of state and federal law prohibiting discrimination. Any inquiries regarding the College's

nondiscrimination policies should be directed to: Director of Human Resources/Deputy Title IX Coordinator, 106F, Defiance Hall, 419-783-2360 or the Dean of Students/Title IX Coordinator, 128 Hubbard Hall, 419-783-2437. Defiance College selects candidates for admission from those who evidence academic achievement, aptitude, and the ability to benefit from and contribute to the opportunities offered at the College. More information can be found in the Campus-Wide Policy section.

Online Learning and Policies

Defiance College is a primarily residential college. This means the vast majority of our students live on campus and are full-time students. However, we recognize that today's students live lives with families and employment. To assist in meeting all students' needs, some undergraduate courses are available in a 100% online format, or in a hybrid format (at least 75% of the course content is online). Defiance College offers online learning using its course management system Moodle. Online courses at Defiance College are developed and delivered with the same dedication to superior learning, engagement in understanding, active leadership, and service as face-to face courses. The methods of online learning ensure that the content and skills of their corollary on-campus courses.

In compliance with the Higher Learning Commission requirements, the following policies apply to undergraduate and graduate students as noted except in the OSL and RN to BSN programs.

Full-Time Undergraduate Student Online Course Enrollment Policy

A full-time student is limited to one course per term online (whether hybrid or 100% online). Exceptions to the policy must be approved by the Vice President and Dean of Academic Affairs. A student may take no more than 10 total online courses at Defiance College as an undergraduate. First-year students may not enroll in online courses, except ESCI/BIO 220 and in ENGL 225 as detailed below.

Online Undergraduate Course Restrictions and Transfer Credit Policy

Courses in the following areas are not offered online, nor is online transfer credit accepted in these areas: natural science courses with labs; art courses with studios.

Online Course Failing Grade Policy

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

Composition Program Online Course Policy

Composition I is not taught online at Defiance College. For any full-time or part-time student, a grade of "B" or above in Composition I is the prerequisite for enrollment in an online section of Composition II. Exceptions to the policy must be approved by the Director of Composition.

Graduate Program Policy

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

Pass-Fail Option

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

Posthumous Degree Policy

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

Undergraduate:

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

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

Graduate:

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

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

Procedures:

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

Preferred Name Policy

Defiance College supports the dignity and worth of all students. As a result, a student may submit a Preferred Name Update form to have a preferred name entered in MyDC. Faculty, staff and other students will be able to see this name in the MyDC Directory. The form can be located on MyDC under the Student tab.

Prior Learning Credit

Prior learning is learning resulting from work experiences and training since high school. This learning may be demonstrated by testing or portfolio development. Prior learning, not prior experience, is the basis for credit awarded. A maximum of 30 credits may be earned toward graduation through testing (CLEP and DANTES/DSST), armed forces service, and portfolio development. Credit may

be counted toward the major only with approval of the appropriate division. Credits earned through the Prior Learning Credit policy will be counted towards the Defiance College residency requirement. Furthermore, Defiance College will accept a maximum of 90 total credits from regionally-accredited colleges in alignment with the residency requirement.

CLEP

Testing includes the options of both the College Level Examination Program (CLEP) and the DANTES Subject Standardized Test Program (DSST). A list of the tests available and the passing scores required (as recommended by the American Council on Education) are listed below. Students, who test late in their programs and plan to use testing to complete requirements for graduation, must have all testing completed one semester prior to their final semester of enrollment. Duplicate credit will not be awarded for multiple tests where there is the same equivalent DC course (e.g., College Composition and College Composition Modular). A minimum score of 400 is required for credit to be awarded for any DSST/DANTES examination taken after 2008. A minimum score of 50 is required for credit for any CLEP examination regardless of test date.

CLEP Examination	Equivalent Course(s)
Accounting (Financial)	ACCT 221 Financial Accounting (3)
American Government	POL 130 Introduction to United States Government (3)
American Literature	ENGL 345 American Literature (3)
Analyzing and Interpreting Literature	ENGL 220 Topics in Literature (3)
Biology	BIO 120 and 129 Principles of Biology I and II (8)
Business Law	BUS 363 Business Law and Legal Process (3)
Calculus	MATH 201 Calculus I (4)
Chemistry	CHEM 123 and 124 General Chemistry I and II (8)
College Algebra	MATH 110 College Algebra (3)
College Composition	ENGL 125 and 225 Composition I and II (6)
College Composition Modular	ENGL 125 Composition I (3)
College Mathematics	MATH 105 Quantitative Reasoning (3)
Economics: Macro	ECON 205 Macroeconomics (3)
Economics: Micro	ECON 201 Microeconomics (3)
Educational Psychology	EDUC 229 Educational Psychology (3)
English Literature	ENGL 355 British Literature (3)
French Language, Level 1 Proficiency	Elective Credit (4)
German Language, Level 1 Proficiency	Elective Credit (4)
Human Growth and Development	PSY 220 Lifespan Development (3)
Humanities	Elective Credit (3)
Information Systems	Elective Credit (3)
Management	MGT 240 Principles of Management (3)
Marketing	MKT 240 Principles of Marketing (3)
Natural Sciences	NSCI 200 Earth in the Cosmos (4)
Precalculus	MATH 114 Precalculus Mathematics (4)
Psychology (Introductory)	PSY 110 Introduction to Psychology (3)
Social Sciences and History	Elective Credit (6)
Sociology (Introductory)	SOC 120 Life in Society (3)
Spanish Language, Level 1 Proficiency	LANG 101 and 102 Spanish I and II (4)
United States History I	HIST 201 U.S. History to 1877 (3)
United States History II	HIST 202 U.S. History from 1877 (3)
Western Civilization I	HIST 207 Ages of Empires (3)
Western Civilization II	HIST 204 Europe: The Italian Renaissance to the Present (3)

DANTES/DSST

Testing includes the options of both the College Level Examination Program (CLEP) and the DANTES Subject Standardized Test Program (DSST). A list of the tests available and the passing scores required (as recommended by the American Council on

Education) are listed below. Students, who test late in their programs and plan to use testing to complete requirements for graduation, must have all testing completed one semester prior to their final semester of enrollment. Duplicate credit will not be awarded for multiple tests where there is the same equivalent DC course (e.g., CLEP College Composition and College Composition Modular). A minimum score of 400 is required for credit to be awarded for any DSST/DANTES examination taken after 2008. A minimum score of 50 is required for credit for any CLEP examination regardless of test date.

DANTES/DSST Examination	Equivalent Course(s)
A History of the Vietnam War	Elective Credit (3)
Art of the Western World	Elective Credit (3)
Astronomy	Elective Credit (3)
Business Ethics and Society	BUS 260 Business Ethics (3)
Business Mathematics	MATH 105 Quantitative Reasoning (3)
Criminal Justice	CRJU 111 Introduction to Criminal Justice (3)
Computing and Information Technology	Elective Credit (3)
Environmental Science	BIO 222 Environmental Science (4)
Ethics in America	Elective Credit (3)
Foundations of Education	EDUC 221 Foundations of American Public Education (3)
Fundamentals of College Algebra	MATH 110 College Algebra (3)
Fundamentals of Counseling	Elective Credit (3)
Fundamentals of Cybersecurity	Elective Credit (3)
General Anthropology	Elective Credit (3)
Health and Human Development	Elective Credit (3)
Human Cultural Geography	Elective Credit (3)
Human Resources Management	Elective Credit (3)
History of the Soviet Union	Elective Credit (3)
Introduction to Business	BUS 140 Foundations of Business (3)
Introduction to Law Enforcement	CRJU 111 Introduction to Criminal Justice (3)
Introduction to World Religions	REL 201 Approaches to Religion (3)
Lifespan Developmental Psychology	PSY 220 Lifespan Development (3)
Management Information Systems	Elective Credit (3)
Math for Liberal Arts	MATH 105 Quantitative Reasoning (3)
Money and Banking	Elective Credit (3)
Organizational Behavior	MGT 331 Organizational Behavior (3)
Personal Finance	Elective Credit (3)
Principles of Advanced English Comp.	ENGL 225 Composition II (3)
Principles of Finance	BUS 350 Business Finance (3)
Principles of Physical Science	Elective Credit (3)
Principles of Public Speaking	COMM 120 Introduction to Public Speaking (3)
Principles of Statistics	BUS 212 Business Statistics (3)
Principles of Supervision	Elective Credit (3)
Substance Abuse	Elective Credit (3)
Technical Writing	Elective Credit (3)
The Civil War and Reconstruction	HIST 315 Era of the American Civil War (3)

Prior Learning – Portfolio Development

A maximum of 15 credits may be earned by Portfolio Development. If a CLEP or DANTES test is available for a course in which credit is desired, the test must be taken and portfolio submission is not available as an option. The faculty have established the following procedures for Portfolio Development:

1. The student must have been admitted as a degree-seeking student at Defiance College.
2. Students must enroll in GEN 111 Portfolio Development. This is a one-time portfolio development course where the student will be given instruction on how to assemble a portfolio for review by the faculty.

a. To receive credit for the course, a portfolio must be completed by the end of the semester in which the GEN 111 course is taken.
b. GEN 111 is graded pass/fail.
c. Portfolio assessment and evaluation is noted below.

3. The student should consult the division chair regarding portfolio development as the first step in the assessment process. More than one portfolio may be required if credit is desired for more than one course.
4. In addition to the tuition for the GEN 111 Portfolio Development course, an assessment fee of $50 *per credit hour* will be charged for each portfolio submitted. The assessment fee must be paid before the portfolio will be reviewed.
5. Tuition and fee assessment must be paid before the course credit will be added to the student's transcript. The current rates are posted in the Tuition and Fees section of this Catalog.

Portfolio Assessment and Evaluation Procedures

1. To receive credit for a course in the curriculum, the portfolio must demonstrate that the learning objectives of the course have been met. In other words, the portfolio must demonstrate that college-level learning has occurred.
2. The division chair will appoint a faculty member from the division who has experience in that area to read and assess the portfolio. The faculty member and the division chair must approve the credit to be awarded.
3. The decision on whether to grant credit will be communicated to the student by the Registrar within 30 days of portfolio submission. In the event that the first portfolio submission is not accepted for credit, the student may continue to work with the faculty member for an additional 30 calendar days to continue towards acceptance of the portfolio by the faculty reviewer.
4. Upon recommendation of credit by the faculty member and division chair, and when all fees have been paid, the course title(s) and credit(s) will be entered on the student's transcript. No grade is recorded. The portfolio will be retained by the College.

Military Training

The American Council on Education (ACE) has worked cooperatively with the Department of Defense (DOD) and the Armed Services to establish standards for recognizing learning acquired in military service. This learning may be worth college credit. The student must submit a military transcript (e.g., Joint Service Transcript or Community College of the Air Force), DD214, and/or DD-295 to the Registrar's Office for evaluation. Defiance College has made a commitment to provide an evaluated educational plan to the service member within 30 days of transcript submission.

Professional Enrichment and Renewal Classes (PERC)

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

Proficiency Examinations

Advanced Placement Credits (AP)

High school students who take Advanced Placement (AP) courses are encouraged to take the requisite examinations and have their scores sent to Defiance College. Defiance College accepts AP credits based upon scores presented of three or higher. Changes to the equivalencies may be made annually by the department in which the content is housed. Duplicate credit will not be awarded for multiple tests where there is the same equivalent DC course or when duplicate credit could be earned via multiple different testing options (e.g., CLEP, DANTES, IB).

AP Examination	Equivalent Course(s)
2-D Art and Design	ART 110 2D Fundamentals (3)
3-D Art and Design	ART 111 3D Fundamentals (3)
African American Studies	HIST 202 American History from 1877 (3)
Art: Drawing	ART 112 Drawing: Media and Concepts (3)
Art History	ART 210 Art Appreciation (3)

Biology	BIO 120 Biology I (4) and NSCI 495 Special Topics (4)
Calculus AB	MATH 201 Calculus I (4)
Calculus BC	MATH 201 and 202 Calculus I and II (8)
Chemistry	CHEM 123 Chemistry I (4) and NSCI 495 Special Topics (4)
Chinese	Elective Credit (8)
Computer Science A	CSCI 105 Introduction to Programming (3)
Computer Science Principles	CSCI 105 Introduction to Programming (3) and Elective (3)
Economics: Macro	ECON 205 Macroeconomics (3)
Economics: Micro	ECON 201 Microeconomics (3)
English Language and Comp.	Score of 3: ENGL 125 Composition I (3) Score of 4 or 5: ENGL 125 and 225 Composition I and II (6)
English Literature and Comp.	Score of 3: ENGL 125 Composition I (3) Score of 4 or 5: ENGL 125 Composition I and ENGL 220 Great Books I or ENGL 222 Great Books II (6)
Environmental Science	BIO 222 Environmental Science (4)
European History	HIST 204 Europe: Renaissance and HIST 207: Ages of Empires (6)
French Language	Elective Credit (8)
German Language	Elective Credit (8)
Government: U.S.	POL 130 Introduction to United States Government (3)
Government: Comparative	POL 337 Comparative Social and Political Systems (3)
Human Geography	GEOG 232 World Geography (3)
Italian Language	Elective Credit (8)
Japanese Language	Elective Credit (8)
Latin	Elective Credit (8)
Modern World History	HIST 207 Ages of Empires and World Hist. Elective (Choice) (6)
Music Theory	MUS 231 History of Music (3) and Elective (3)
Physics 1	PHYS 210 General Physics I (4)
Physics 2	PHYS 220 General Physics II (4)
Physics C: Mechanics	Elective Credit (4)
Physics C: Electricity & Magnetism	PHYS 220 General Physics II (4)
Precalculus	MATH 114 (4)
Psychology	PSY 110 Introduction to Psychology (3)
Research	Elective Credit (3)
Seminar	Elective Credit (3)
Spanish Language	Elective Credit (8)
Spanish Literature	Elective Credit (3)
Statistics	BUS 212, MATH 235 or PSY 230 (3)
United States History	HIST 201 U.S. History to 1877 and HIST 202 U.S. History from 1877 (6)

International Baccalaureate

High school students who take International Baccalaureate (IB) courses are encouraged to take the requisite examinations and have their scores sent to Defiance College. Changes to the equivalencies may be made annually by the department in which the content is housed. Duplicate credit will not be awarded for multiple tests where there is the same equivalent DC course or when duplicate credit could be earned via multiple different testing options (e.g., CLEP, DANTES, AP).

IB Examination	Level	Score	Equivalent Course(s)
Biology	SL	4+	BIO 120 Biology I (4)
	HL	4+	BIO 120 Biology I (4) and 129 Biology II (4)
Business	SL	4+	BUS 140 Foundations of Business (3)
	HL	4+	BUS 140 Foundations of Business (3)
Chemistry	SL	4+	CHEM 123 Chemistry I (4)

	HL	4+	CHEM 123 Chemistry I (4) and 124 Chemistry II (4)
Classical Languages	SL/HL	4+	Elective Credit (8)
Computer Science	SL	4+	CSCI 105 Introduction to Programming (3) and Elective Credit (3)
	HL	4+	CSCI 105 Introduction to Programming (3) and Elective Credit (6)
Dance	SL/HL	4+	Elective Credit (3)
Design Technology	SL/HL	4+	Elective Credit (3)
Economics	SL/HL	4+	ECON 495 Special Topics in Economics (3)
English A: Lang./Lit.	SL/HL	4+	ENGL 125 Composition I (3)
English A: Literature	SL/HL	4+	ENGL 220 Topics in Literature (3)
English A: Lit./Performance	SL	4+	Elective Credit (3)
Environmental Systems	SL	4+	BIO 222 Environmental Science (4)
Film	SL/HL	4+	COMM 130 Introduction to Film (3)
Geography	SL/HL	4+	GEOG 232 World Geography (3)
Global Politics	SL/HL	4+	POL 337 Comparative Social and Political Systems (3)
History	SL/HL	4+	HIST 395 Special Topics (6)
Info. Tech./Global Society	SL/HL	4+	LTRELC Elective Credit (3)
Islamic History	SL/HL	4+	HIST 395 Special Topics (3)
Language AB or B	SL/HL	4+	Elective Credit (8)
Math Studies	SL	4+	MATH 105 Quantitative Reasoning (3)
Mathematics	SL/HL	4+	MATH 201 Calculus I (4)
Mathematics (Further)	HL	4+	MATH 202 Calculus I (4) and MATH 305 Discrete Mathematical Structures (3)
Music	SL/HL	4+	MUS 110 Introduction to Music (3)
Philosophy	SL/HL	4+	Elective Credit (3)
Physics 1	SL/HL	4+	PHYS 210 General Physics I (4)
Psychology	SL/HL	4+	PSY 110 Introduction to Psychology (3)
Social and Cultural Anthro.	SL/HL	4+	Elective Credit (3)
Sport, Exercise and Health Sci.	SL	4+	ESCI 128 Strength and Conditioning (1)
Theatre	SL/HL	4+	THEA 205 Introduction to Acting (3)
Theory of Knowledge	SL	4+	Elective Credit (3)
Visual Arts	SL/HL	4+	ART 110 2D Fundamentals (3)
World Religion	SL	4+	REL 201 Approaches to Religion (3)

Residency Requirement

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

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

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.

Satisfactory Progress for Student Athletes

See section of catalog entitled Athletics.

Schedule Changes and Course Adjustments

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

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

Scheduling for Classes

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

Statement of Campus Learning Environment

Defiance College prepares students for success in their chosen professions through service and a commitment To Know, To Understand, To Lead, and To Serve. Our dedication to this mission remains steadfast as we explore new opportunities presented by online education.

The faculty selects the mode of instruction when the course schedule is submitted, except for graduate and RN-to-BSN programs which are the only fully online programs. Online course offerings will be identified with an "O", while hybrid course offerings will be identified with an "X", in the official schedule of classes. Course modalities cannot easily be altered since the content is thoughtfully laid out by the faculty before the course begins. Therefore, any modification of the modality of a course may jeopardize the high standards that must be maintained between different types of teaching modalities. Such accommodations and alterations are at the discretion of the Vice President of Academic Affairs in conjunction with the course faculty.

Defiance College is committed to providing equal access to all educational programs and services in compliance with state and federal laws and regulations related to the accommodation of students with physical disabilities, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Requests for accommodations or modifications to the course modality should be made to the Office of Accessibility Services at accessibility@defiance.edu. The office of Accessibility Services works with students and faculty to develop reasonable accommodations which do not create a fundamental alteration to the course or program of study.

Student-Athlete Eligibility

Defiance College prepares students for success in their chosen professions through service and a commitment To Know, To Understand, To Lead, and To Serve. Our dedication to this mission remains steadfast as we explore new opportunities presented by online education.

The faculty selects the mode of instruction when the course schedule is submitted, except for graduate and RN-to-BSN programs which are the only fully online programs. Online and hybrid course offerings will be identified with an "O" in the official schedule of classes. Course modalities cannot easily be altered since the content is thoughtfully laid out by the faculty before the course begins. Therefore, any modification of the modality of a course may jeopardize the high standards that must be maintained between different types of teaching modalities. Such accommodations and alterations are at the discretion of the Vice President of Academic Affairs in conjunction with the course faculty.

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Student Complaint Policy

Defiance College is required by the Higher Learning Commission to maintain a record of written student complaints filed with the office of the President, the Chief Academic Officer, and the Dean of Students. Such complaints must be written and signed by a student of Defiance College. The record will include information on the resolution of the complaint. Though the College is required to share this record with HLC, the anonymity of the complainant and others mentioned in the complaint is protected unless a release is signed by the complainant. The Ohio Department of Higher Education allows for submission of written signed complaints. Information can be found at https://highered.ohio.gov/students/current-college-students/student-complaints/submit-complaint

Transcript Requests

Students are able to electronically request transcripts through Parchment Exchange for a cost of $10. Other options such as pick-up and overnight delivery may be requested for additional cost. Records may be requested to be sent electronically or printed with expedited shipping. Unofficial copies of current records can be obtained by enrolled students online through the myDC portal. A transcript may be denied if a student has not supplied the Registrar's Office with an official high school transcript with graduation date, official college transcripts if applicable, has not completed student loan exit counseling, paid a library fine, or paid the balance on their student account or has any other charges outstanding. Per the State of Ohio law effective October 1, 2023, Defiance College allows students to access their transcripts with balances owed to the college by contacting Parchment Exchange with the name of the employer or graduate school. Defiance College will then release the transcript directly to the employer or graduate school. Payment for the transcript is required prior to the release of the transcript.

Transfer Credits for Undergraduate Students

There is no limit on the amount of credit that can be transferred to Defiance College from two and four-year regionally accredited colleges, provided the courses are compatible with the College's liberal arts program and the grades are a "C" or higher. However, to earn a degree, a student must complete a residency requirement which includes 30 hours in residence at Defiance College, 15 hours in the major at Defiance College and 24 hours of upper level (300 or above) course credit at Defiance College or other approved four-year college. Course work credit evaluation will be performed by the Registrar's Office. Credit will be granted for courses completed that are compatible with the College's academic program and as stated above, with grades of a "C" or higher. Acceptance of credit for a course beyond a one-level number increase will be approved on a case-by-case basis with recommendation from advisor or division chair and approval by the Chief Academic Officer. Transfer students shall satisfy the Core Curriculum and academic concentration requirements including those learning experiences which are unique to Defiance College.

Defiance College students who want to take coursework at another college as a guest/transient student must obtain the permission of the Registrar. Permission must be sought each time a course is to be taken. Transfer credit may not be added to the record of a student who has not received prior permission to take the course. Only the course title and credit are added to the record. The transfer grade is not computed with the Defiance College grade point average. Students who have completed 60 hours or more and therefore are a junior, senior or postgraduate, should seek to enroll at four-year colleges. A course that is an upper-level course at Defiance College may not be taken at a two-year college. First-year students and sophomores may be permitted to take course work at two or four-year institutions.

Transfer Credits for Graduate Students

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

- Nine (9) credit hours is the maximum number of graduate semester credit hours that may be transferred to a graduate degree program at Defiance College. This credit must not have been used to fulfill requirements for an undergraduate degree.
- Six (6) credit hours is the maximum number of graduate semester credit hours that may be transferred to the Principal's Licensure Program.

- Three (3) credit hours is the maximum number of graduate semester credit hours that may be transferred to the Superintendent's Licensure Program.
- Transfer credits must have been earned within the last six years.
- Only the Office of Academic Affairs, or appointed committee and/or designees, will provide exceptions. A written petition of extension should be provided to the respective graduate program director.
- Only grades of "B" and above are considered for transfer. Grades of "B-"or below are not considered for transfer. Transfer grades will not be calculated in a student's cumulative GPA at Defiance College.
- Graduate candidates must have approval from the appropriate graduate program director before enrolling in another institution's course with the intent of transferring credit to Defiance College. The appropriate graduate program director must sign a transfer credit application form and provide it to the Registrar's Office.

Use of Human Subjects for Research

Research conducted by graduate students must be supervised by Defiance College faculty. All graduate students, faculty, and staff who plan to conduct research with human subjects are required to complete Human Subjects Protection training. Training is free to students, faculty and staff at the following link: https://phrp.nihtraining.com/#!/login. The methods and procedures that will be used for all research involving human subjects must be reviewed by the Defiance College Institutional Review Board (IRB) prior to any data being collected. For additional information please visit the IRB page at http://www.defiance.edu/offices/irb.html or email irb@defiance.edu.

Veteran Educational Benefit Certification

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

Withdrawal

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

Defiance College
Academic Year 2026-2027

Undergraduate Academic Catalog

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

UNDERGRADUATE PROGRAMS OF STUDY

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

ACCOUNTING (ACCT)

Program Description

The accounting major is a professional program designed for students who want a solid foundation in all functional aspects of business plus specialized courses in Accounting. In addition, students can select the concentration in Forensic Accounting to augment their Accounting major. Students may choose the traditional four-year plan of student leading to a Bachelor of Arts Degree with a major in Accounting and a two-year Master's degree in Business Administration to obtain the necessary minimum 150 credit hours to sit for the Certified Public Accounting (CPA) exam.

Accounting Major Requirements (75 credit hours)

All major program requirements include Core and Cognate courses.

Accounting Major Core (33 credit hours)

ACCT 221	Financial Accounting (3)
ACCT 222	Managerial Accounting (3)
ACCT 321	Intermediate Accounting I (3)
ACCT 322	Intermediate Accounting II (3)
ACCT 330	Cost Accounting (3)
ACCT 340	Federal Taxation (3)
ACCT 370	Accounting Information Systems (3)
ACCT 420	Government and Not-For-Profit Accounting (3)
ACCT 429	Auditing and Accounting Ethics (3)
ACCT 430	International Dimensions of Accounting (3)
ACCT 435	International Financial Accounting (3)

Accounting Major Cognates (42 credit hours)

BUS 140	Foundations of Business (3)
BUS 212	Business Statistics (3)
BUS 260	Business Ethics (3)
BUS 350	Business Finance (3)
BUS 363	Business Law and Legal Process (3)
BUS 365	International Business (3)
BUS 391	Business Internship (3)
BUS 498	Business Capstone Seminar (3)
ECON 201	Microeconomics (3)
ECON 205	Macroeconomics (3)
MATH 105	Quantitative Reasoning (3)
MGT 331	Organizational Behavior (3)
MKT 240	Principles of Marketing (3)

Choose one:

MGT 365	Operations Management (3)
MGT 375	Project Management (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student Choice*

Historical, Political and Multicultural Perspectives: *BUS 260 Business Ethics (3)*

Quantitative Reasoning: *MATH 105 Quantitative Reasoning (3)*

Scientific Knowledge: *Student choice*
Social and Behavioral Sciences: *ECON 201 Microeconomics (3)*

Forensic Accounting Concentration (12 credit hours):
Program Description
Forensic Accounting is available as a concentration within the Accounting Major. The Forensic Accounting concentration equips students with the skills to understand the prevention, detection and legal aspects of fraudulent transactions and reports. The students will receive a general overview of digital forensics and forensics accounting to complement the accounting and business courses.

ACCT 380	Forensic Accounting (3)
ACCT 381	Fraud Detection and Deterrence (3)
ACCT 382	Legal Elements of Fraud (3)
CRJU 221	Criminal Evidence and Procedure (3)

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

ACCT 221 Financial Accounting (3)
Survey of financial accounting and reporting for all business division majors: accounting terminology and concepts, tax and payroll requirements, internal controls, interpretation of financial statements prepared by business and nonprofit organizations.

ACCT 222 Managerial Accounting (3)
Accounting information used for purposes of planning and control: product costing, breakeven, budgeting, performance evaluation, pricing, decision analysis. Prerequisite: ACCT 221 with a minimum grade of "C" or higher.

ACCT 295 Special Topics in Accounting (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

ACCT 296 Readings in Accounting (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

ACCT 321 Intermediate Accounting I (3)
In-depth study of financial accounting and reporting emphasizing both practice and underlying theory; financial statements; revenue recognition and profitability analysis; time value of money concepts; cash and receivables; Inventory; property, plant, and equipment and intangible assets. Prerequisite: ACCT 222 with a minimum grade of "C" or higher.

ACCT 322 Intermediate Accounting II (3)
In-depth study of managerial accounting and reporting emphasizing both practice and underlying theory; investments; current liabilities and contingencies; bonds and long-term notes; leases; accounting for income taxes; pensions and other postretirement benefit plans; shareholders equity; share-based compensation and earnings per share; accounting changes and error corrections. Prerequisite: ACCT 321 with a minimum grade of "C" or higher.

ACCT 330 Cost Accounting (3)

In-depth study of the controllership functions in organizations, emphasizing analysis and decision-making. This course focuses on manufacturing and cost accounting: product costing, types and behavior of costs, absorption and variable costing, job shop and batch processing, allocating overhead costs to products, activity-based costing and management, analysis of customer profitability, budget analysis, and allocation of service costs to operations. Prerequisite: ACCT 222 with a minimum grade of "C" or higher.

ACCT 340 Federal Taxation (3)
A survey of federal taxation of individuals, corporations, and partnerships. Preparation of Form 1040, including taxation of wages, dividends, interest, pensions, capital gains and losses, and business income; deductions and tax credits. Taxation of corporate and partnership income; allocation of partnership income to partners. Students will be trained and obtain certification to prepare low- to middle-income tax returns through the Ohio Benefits Bureau. Working with community partnerships, students will complete actual low- to middle-income tax returns in the field.

ACCT 370 Accounting Information Systems (3)
An introduction to the common body of knowledge of accounting information systems (AIS). This course emphasizes the user of information systems approach with an emphasis on the resources, events, agents, (REA) model. The student will learn the terminology, reports, documents, procedures, and controls inherent in a modern AIS. Prerequisite: ACCT 222 with a minimum grade of "C" or higher.

ACCT 380 Forensic Accounting (3)
A study of occupational fraud and abuse including asset misappropriation, corruption, and fraudulent statements. The course provides an understanding of fraud examination methodology, and sets forth the schemes used by executives, managers, and employees to commit fraud against their organizations. It provides an analysis of various kinds of frauds and includes cases that illustrate and help the student understand each type of fraud. Based on extensive empirical research in forensic accounting, the course aids the student in identifying exposure to loss and appropriate prevention, detection, and investigation approaches. Prerequisite: ACCT 222 with a minimum grade of "C" or higher.

ACCT 381 Fraud Detection and Deterrence (3)
The opportunity to commit and conceal fraud exists only when there are assets susceptible to misappropriation and a lack of internal controls to prevent or detect fraud. This course will focus on the high-risk fraud environments wherein assets are more vulnerable to misappropriation and fraud environments heightened by either a lack of, or non-functioning of, internal controls. Various fraud investigative methods and the process for communicating an expert report will play an essential role in these studies.

ACCT 382 Legal Elements of Fraud (3)
There are four general elements under common law, all of which must be present for fraud to exist: (1) a materially false statement, (2) intent, (3) reliance on the false statement by the victim, and (4) damages. This course takes an in-depth look at each of these components in relation to crimes that fall under the umbrella of fraud. It also emphasizes federal legislation related to fraud examinations including coverage of laws that preserve the rights of individuals suspected of committing fraud and laws that govern civil prosecutions, the admittance of evidence, and the testimony of expert witnesses.

ACCT 420 Government and Not-for-Profit Accounting (3)
Accounting and reporting for not-for-profit organizations including state and local governments and colleges/universities (public and private). Emphasis given to Comprehensive Annual Financial Report (CAFR). Prerequisite: ACCT 222 with a minimum grade of "C" or higher.

ACCT 429 Auditing and Accounting Ethics (3)
Introduction to auditing and the professional work of Certified Public Accountants; auditing standards and procedures, evaluation of internal control, legal liability, professional ethics, and auditor opinions. Prerequisite or concurrent: ACCT 322.

ACCT 430 International Dimensions of Accounting (3)

Examines major international dimensions of financial and managerial accounting. Discusses national and cultural influences on accounting and on the accounting profession. Investigates financial regulation and IFRS accounting and financial reporting standards. Investigates corporate decisions related to methods of currency translation and accounting for gains and losses from exchange rate fluctuations. Explores managerial accounting issues raised by international organizations. Prerequisite: ACCT 222 with a minimum grade of "C" or higher.

ACCT 435 International Financial Accounting (3)
Guiding principles behind international financial reporting standards (IFRS): commonalities, substantial divergences between US GAAP and IFRS. Financial Accounting from a multinational viewpoint involving foreign currency transactions and translation of financial statements denominated in a foreign currency. Prerequisite: ACCT 222 with a minimum grade of "C" or higher.

ACCT 495 Special Topics in Accounting (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

ACCT 496 Readings in Accounting (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

ART (ART)

Program Description
The Art program offers a variety of foundational art courses students can take to fulfill electives or complete a minor in Art. The Art program affirms and nurtures the intellectual and creative spirit of each individual student. It promotes the appreciation and understanding of the visual arts and its contribution to the cultures and histories of humanity. The minor in Art is open to all majors and provides students with the opportunity to integrate visual literacy, critical thinking, and creative problem solving with other academic and research interests. A minor in Art consists of 18 credit hours of coursework.

Art Minor Program Requirements (18 credit hours)

ART 110	2D Fundamentals (3)
ART 111	3D Fundamentals (3)
ART 112	Drawing: Media and Concepts (3)
ART 210	Art Appreciation (3)
ART 215	Digital Photography (3)

Choose one:

ART 220	Painting (3)
ART 230	Sculpture (3)
ART 240	Printmaking (3)
DSGN 107	Digital Illustration (3)

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

ART 110 2D Fundamentals (3)
This course presents the fundamentals of two-dimensional art through the study of visual literacy, color theory, the elements of art and the principles of design. Coursework explores creative problem solving and develops hands-on skill work using a variety of traditional media, methods and techniques. Open to all students. No prior experience needed.

ART 111 3D Fundamentals (3)
This course presents the fundamentals and technical principles of three-dimensional art through the study of form and space. Coursework will include experimentation with a number of construction methods and materials such as cardboard, metal, wood, plaster, and found objects. Open to all students. No prior experience needed.

ART 112 Drawing: Media and Concepts (3)
This course explores foundational concepts of drawing. Coursework focuses on experimentation and exploration of drawing media, methods and techniques directed toward both descriptive and expressive ends. Open to all students. No prior experience needed.

ART 210 Art Appreciation (3)
This course fosters an understanding and appreciation of the visual arts. Students learn to critically interpret, analyze and reflect upon works of art within formal, cultural, and historical contexts through written, oral and visual communication. Open to all students.

ART 215 Digital Photography (3)
Presents the basic concepts, history and practice of digital photography. Coursework includes camera operation, lighting, exploration of photographic themes and image editing. Though not required, students are encouraged to supply their own camera. Open to all students.

ART 220 Painting (3)
This course presents the fundamentals of painting. Coursework focuses on the investigation of painting media, methods and techniques directed toward both descriptive and expressive visual concepts. Open to all students.

ART 230 Sculpture (3)
This course introduces a variety of materials and techniques used in contemporary sculpture. Open to all students.

ART 240 Printmaking (3)
This course surveys basic printmaking techniques and materials. Open to all students. Prerequisite: ART 110.

ART 295 Special Topics in Art (1-3)
The exploration of a specialized area in art. Topics may vary. The course may be repeated up to a total of 6 hours.

ARTS AND HUMANITIES (HUM)

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

HUM 100 Reacting to the Past (3)
This required general education curriculum course provides students with the opportunity engage with three critical skills of a liberal arts education: historical analysis, logic, and rhetoric. This course utilizes the Reacting to the Past curriculum, a student-driven approach to pedagogy that provides students the opportunity to engage with a range of perspectives, be exposed to the skills of persuasive debate, and expand their understanding of the human condition by reenacting seminal political and/or cultural events across human history.

HUM 375 Topics in Film (1)
This course examines films representing contemporary issues in culture or the arts. Meeting approximately once every three weeks for film viewings and discussions, this course is taught by professors from a variety of majors and incorporates readings on the chosen topic. Topics vary from year to year. Offered spring semester. Graded Pass/Fail. Prerequisite: sophomore standing.

HUM 498 Liberal Arts Interdisciplinary Seminar (3)
The student will develop a topic of interest which will require cross-disciplinary critical thinking skills and/or research. The course may include presentations by outside speakers, faculty members, and students with particular skills and knowledge within the humanities and arts.

AUTISM STUDIES (AUT)

Program Description
Students who minor in autism studies will develop a thorough understanding of autism spectrum disorder across the lifespan. Throughout the curriculum, students are taught to evaluate challenges associated with autism from a variety of perspectives as they explore the ethical and practical issues related to the inclusion and acceptance of autistic individuals. Additionally, students will learn strategies that can be used to design inclusive environments and support the autonomy of autistic individuals. The autism studies minor may be combined with any major.

Autism Studies Minor Program Requirements (18 credit hours)

AUT 110	Introduction to Autism Spectrum Disorder (3)
AUT 210	Applied Behavior Analysis for Autism Spectrum Disorder (3)
AUT 250	Families and Communities (3)
AUT 398	Research in Autism Studies (3)
PSY 110	Introduction to Psychology (3)

Choose one:

PSY 220	Lifespan Development (3)
SOC/SWK 265	Cultural Diversity (3)
SWK/PSY 280	Abnormal Psychology (3)

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

AUT 110 Introduction to Autism Spectrum Disorder (3)
This course focuses on the history, etiology, and characteristics of autism spectrum disorder (ASD). Students will explore the influence of models of disability and ableism on approaches to understanding and supporting the autistic community. Current interventions and strategies for creating inclusive environments will also be discussed.

AUT 210 Applied Behavior Analysis for Autism Spectrum Disorder (3)
This course will provide an overview of the basic principles of applied behavior analysis, behavior measurement, and evidence-based interventions for autism spectrum disorders. Critical evaluation of interventions for ASD, professional judgment, and the ethics of intervention will be emphasized. The involvement of the individual, family, and other stakeholders in selecting interventions and intervention targets will be discussed. Prerequisite: AUT 110.

AUT 250 Families and Communities (3)
This course explores the experiences of individuals with ASD and their families. Family strengths, resources, and stressors will be examined in the context of their communities. Identification and development of community resources, family/professional collaboration, advocacy, and public policy issues will be addressed. Students will work as a class to address a community need each semester. Prerequisite: AUT 110.

AUT 295 Special Topics in Autism Studies (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

AUT 296 Readings in Autism Studies (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

AUT 389 Behavior Intervention Seminar (1)
A weekly seminar designed to support the activities of the students during their behavior intervention practicum. Seminar will focus on collaborative problem solving and intervention development as well as data analysis and presentation. Prerequisites: AUT 110 and 210. Corequisite: AUT 390.

AUT 390 Behavior Intervention Practicum (2)
Students will apply their knowledge and skills in a supervised setting which provides services to persons with autism and/or other intellectual and developmental disabilities. Through observation and consultation with professional staff, students will receive 80 hours of experience with direct service provision and enhanced training on effective assessment, planning and intervention strategies. Graded Pass/Fail. Prerequisites: AUT 110 and 210.

AUT 398 Research in Autism Studies (3)
Students will identify an area of interest in autism studies related to their major field of study. Students will use the knowledge and skills learned in previous autism studies courses to review the literature and develop suggestions for practice that can be used within their major field of study to address the needs of the autistic community as identified by the literature. A focus on individuals with autism as decision-makers will be explored throughout the course. Prerequisite: AUT 110. AUT 210.

AUT 495 Special Topics in Autism Studies (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

AUT 496 Readings in Autism Studies (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

BIOLOGY (BIO)

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

Biology Major Requirements (64 credit hours)
All major program requirements include Core and Cognate courses.

Biology Major Core (32 credit hours)
BIO 120 Principles of Biology I (4)
BIO 129 Principles of Biology II (4)

Choose one:
BIO 250 Field Zoology (4)
BIO 270 Field Botany (4)
BIO 320 Ecology (4)

BIO 357 Comparative Vertebrate Anatomy (4)
BIO 367 Vertebrate Physiology (4)

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

Biology majors must also select at least four upper-level (300-400) science courses (three of which must be biology).

Biology Major Cognates (32 credit hours)
CHEM 123 General Chemistry I (4)
CHEM 124 General Chemistry II (4)
MATH 114 Precalculus Mathematics (4)
NSCI 378 Research Methods (2)
NSCI 391 Internship (3)
NSCI 498 Senior Capstone Project (3)
PSY 110 Introduction to Psychology (3)
PSY 230 Behavioral Statistics (3)
REL 321 Ethics and Morals (3)
SWK 265 Cultural Diversity (3)

To ensure your success in this major, the following General Education courses are required:
Creative and Expressive Arts: *Student choice*
Historical, Political and Multicultural Perspectives: *SWK 265 Cultural Diversity (3)*
Quantitative Reasoning: *MATH 114 Precalculus Mathematics (4)*
Scientific Knowledge: *CHEM 123 General Chemistry I (4)*
Social and Behavioral Sciences: *PSY 110 Introduction to Psychology (3)*

Field Biology Concentration (16 credit hours):
Field Biology is an optional concentration which may only be added to the Biology major:
BIO 250 Field Zoology (4)
BIO 270 Field Botany (4)
NSCI 310 Geographic Information Systems (4)

Choose one:
BIO 320 Ecology (4)
BIO 350 Fisheries and Wildlife Management (4)
BIO 420 Restoration Ecology I (4)
PHYS 202 Introduction to Geology (4)

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

Courses and Descriptions
If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following

courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options. Please note, BIO 120 requires an ACT 18 or its equivalent for enrollment, or permission of instructor.

BIO 110 Introduction to Biology (4)
BIO 110L Introduction to Biology Lab (0)
A study of life as an evolving system and the way biologists investigate the various aspects of such a multidimensional, dynamic system. Particular emphasis is placed on the nature and function of man as such a system. Credit does not apply to the Natural Science majors.

BIO 113 Environment Around Us (4)
BIO 113L Environment Around Us Lab (0)
This course examines the characteristics of communities, ecosystems, and landscapes, the ways in which they change with time, and the impact of human activities on those changes. Included will be the study of the science behind current issues such as resource management, pollution, and global climate change, etc. In this course students will be introduced to the basic principles of ecology and environmental science, investigate how these affect the Earth's capacity to sustain life, and be able to apply these principles to understanding the environmental consequences of human activities.

BIO 120 Principles of Biology I (4)
BIO 120L Principles of Biology I Lab (0)
The primary goal of the course is to provide natural science majors with a sound basis in basic biological concepts that will serve them well in their academic track that lies ahead. It will cover the following topics: structure and function of macromolecules, cellular respiration, communication and cycle; photosynthesis; Mendelian genetics, inheritance, and DNA structure and function; and evolution, speciation, phylogenetics, and systematics. To maximize success in this course, successful completion of high school biology and chemistry are recommended.

BIO 125 Modern Genetics (4)
BIO 125L Modern Genetics Lab (0)
The fundamentals of classical genetics and the basic principles of human genetics are presented for the non-science major. Genetic engineering in bacteria, domestic plants and animals, and in human medicine will be discussed with the ethical issues raised by this new technology. Credit does not apply to the Natural Science majors.

BIO 129 Principles of Biology II (4)
BIO 129 Principles of Biology II Lab (0)
This course is intended for students majoring in a natural science and is the continuation of Biology 120. The course deals mainly with the organismal and supra-organismal levels of biological organization. Evolution will be the unifying theme. The course will cover the following topics: origin of life, prokaryotic and eukaryotic diversity; plant evolution and diversity; fungi, invertebrate and vertebrate diversity and evolution; plant and animal form and function; circulation and gas exchange, homeostasis, reproduction and development, nervous system and special senses; and behavior, population and community ecology and conservation biology. Prerequisite: BIO 120 with a minimum grade of "C" or higher.

BIO 195 Biological Science (4)
This course provides a basic understanding of biological concepts. It will cover cell function, plants, animals, genetics, gene technology, evolution and a description of the human body systems. Current issues in science will also be covered. The laboratory component will explore the scientific method and develop an understanding of how experimentation answers questions in biology.

BIO 220 Medical Terminology (2)
Through the study of medical terminology, the student will be introduced to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Utilizing a systems approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. The student will be able to recognize, spell, pronounce and define medical words by combining prefixes, suffixes, and roots. In addition to medical terms, common abbreviations

applicable to each system will be learned. This course does not satisfy the scientific knowledge general education requirement. Cross-listed with ESCI 220.

BIO 222 Environmental Science (4)
BIO 222L Environmental Science (0)
Includes topics in ecological principles, conservation and natural resource management, human impacts on the environment, toxic waste disposal, climate change, energy, air and water pollution, environmental geology and geologic hazards. Prerequisite: BIO 129 with a minimum grade of "C" or higher.

BIO 229 Essentials of Human Anatomy and Physiology (4)
BIO 229L Essentials of Human Anatomy and Physiology Lab (0)
This one-semester lecture and lab course will provide the essential knowledge required to understand human anatomy and various physiological processes. Major topics include cell structure and function, tissues, organ systems, homeostasis, and disease. The organ systems covered are: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive.

BIO 235 Human Anatomy and Physiology I (4)
BIO 235L Human Anatomy and Physiology I Lab (0)
A systematic approach to the structure and function of the human body. This two-course sequence will cover the structure of the human body and a systems approach to the functions, homeostatic mechanisms, and the interrelationships of human organ systems.

BIO 236 Human Anatomy and Physiology II (4)
BIO 236L Human Anatomy and Physiology II Lab (0)
A systematic approach to the structure and function of the human body. This two-course sequence will cover the structure of the human body and a systems approach to the functions, homeostatic mechanisms, and the interrelationships of human organ systems. Prerequisite: BIO 235 with a minimum grade of "C" or higher.

BIO 250 Field Zoology (4)
BIO 250L Field Zoology Lab (0)
Identification and ecological relationships of the fauna of Northwestern Ohio, and methods of designing research projects, collecting and analyzing data, to monitor these populations. Offered in alternate years. Prerequisite: BIO 129 with a minimum grade of "C" or higher.

BIO 270 Field Botany (4)
BIO 270L Field Botany Lab (0)
The study of plant communities and ecosystems in the field. Taxonomy, collection, and preservation for the College herbarium, and additional laboratory exercises using keys are included. Offered in alternate years. Prerequisite: BIO 129 with a minimum grade of "C" or higher.

BIO 295 Special Topics in Biology (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

BIO 296 Readings in Biology (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

BIO 320 Ecology (4)
BIO 320L Ecology Lab (0)

Principles of ecology including the organization, interrelationships, and dynamics of populations, communities, and ecosystems. Local terrestrial and aquatic communities will be studied in the field and laboratory. Offered in alternate years. Prerequisite: BIO 129 with a minimum with grade of "C" or higher.

BIO 338 Histology (4)
BIO 338L Histology Lab (0)
Examines the microscopic anatomy of major cell types and tissues of the human body. Their form and function will be examined as observed with slides of human and animal cells and tissues. Relationships of cell types and tissues structures to physiological functions will also be studied. Offered in alternate years. Prerequisite: BIO 129 with a minimum grade of "C" or higher.

BIO 350 Fisheries and Wildlife Management (4)
BIO 350L Fisheries and Wildlife Management Lab (0)
Foundational and applied aspects of the management of fisheries and wildlife are covered within this course. Application of ecological principles to fisheries and wildlife management, technical aspects of fisheries and wildlife management, and fisheries and wildlife legislation, organizations, and agencies are also covered. Offered in spring of alternate years. Prerequisite: BIO 129 with a minimum grade of "C" or higher.

BIO 357 Comparative Vertebrate Anatomy (4)
BIO 357L Comparative Vertebrate Anatomy Lab (0)
The phylogenetic relationships of vertebrates, living and extinct, as revealed by their morphology. Offered in alternate years. Prerequisite: BIO 129 with a minimum grade of "C" or higher.

BIO 358 Microbiology (4)
BIO 358L Microbiology Lab (0)
Morphology, physiology, genetics and taxonomy of microorganisms affecting humans and their environment. Culture methods and laboratory techniques for studying bacteria will be introduced. Offered in alternate years. Prerequisites: BIO 129 and CHEM 124 with minimum grades of "C" or higher.

BIO 367 Vertebrate Physiology (4)
BIO 367L Vertebrate Physiology Lab (0)
Physiology is the study of the physical and chemical processes underlying biological function. The focus of the course will be on the physiology of vertebrates, primarily mammals. Offered alternate years. Prerequisite: BIO 357 with a minimum grade of "C" or higher.

BIO 420 Restoration Ecology I (4)
BIO 420L Restoration Ecology I Lab (0)
An introduction to the new science of restoration ecology. The most recent research regarding the rebuilding of complete ecosystems will be reviewed and basic ecological restoration principles studied. Laboratories will include using applied research techniques at the Thoreau Wildlife Sanctuary located near Defiance College. Offered in alternate years. Prerequisite or concurrent: BIO 320 with a minimum grade of "C" or higher.

BIO 421 Restoration Ecology II (4)
BIO 421L Restoration Ecology II Lab (0)
Advanced principles and techniques of restoring damaged or destroyed ecosystems will be studied. Emphasis will be placed upon restoration of both terrestrial and aquatic ecosystems. Extensive field work will include hands on experience at various ecological restoration sites. Offered in alternate years. Prerequisite: BIO 420 with a grade of "C" or higher.

BIO 431 Molecular Biology (4)
BIO 431L Molecular Biology Lab (0)
An in-depth study of modern laboratory techniques used in recombinant DNA technology. Emphasis is placed on cloning strategies and nucleic acid detection schemes. Laboratory 3 hours. Offered alternate years, spring semester. Prerequisite: CHEM 234 with a minimum grade of "C" or higher.

BIO 462 Immunology (4)
BIO 462L Immunology Lab (0)
Study of the human immune system. Includes innate and adaptive immunity, vaccination and immunity, autoimmune disease, hypersensitivity, and immunodeficiency. Immunological laboratory methods and cell culture techniques will be introduced. Offered in alternate years. Prerequisites: BIO 129 and CHEM 124 with minimum grades of "C" or higher.

BIO 480 Genetics (4)
BIO 480L Genetics Lab (0)
Mechanisms of inheritance in bacteria, plants, and animals. Emphasis on genetic inheritance in man. The current DNA technology and the ethical concerns surrounding these methods will be discussed. Laboratory will introduce genetic crosses, mitosis and meiosis and current DNA techniques. Offered in alternate years. Prerequisites: BIO 120, 129, and CHEM 124.

BIO 481 Pathogenic Microbiology (4)
BIO 481L Pathogenic Microbiology Lab (0)
The etiology of human pathogens. Emphasis on bacterial and viral diseases, and host-parasite relationships. Laboratory methods for identifying and isolating pathogenic organisms will be introduced. Offered in alternate years. Prerequisites: BIO 358 and 129 with grade of "C" or higher.

BIO 490 Honors Anatomy and Physiology (1-3)
An advanced human anatomy and physiology course designed for upper-level students who have demonstrated the ability and desire to learn these subjects in lower-level classes. The course uses a number of excellent teaching modalities including human cadaver as the primary teaching instrument. Enrollment is limited to a maximum of four students and the final selection is based upon invitation by the course professor with final approval by the Chairperson of the Division of Natural Science, Applied Science, and Mathematics Division. Course may be repeated for up to six credit hours. Prerequisite: BIO 236.

BIO 495 Special Topics in Biology (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

BIO 496 Readings in Biology (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

BUSINESS ADMINISTRATION (BUS)

Program Description
Business at Defiance College is a professional program designed for students who want a solid knowledge base in all functional aspects of business. The program is built on the foundation of a core and cognates curriculum focusing on the common professional components needed for all business disciplines. Following the completion of a minimum of 21 credit hours in the core, cognate, or elective components with a minimum Business GPA of 2.50, students will select at least one concentration area of study. The concentration areas include options in Accounting, Entrepreneurship, Management, and Marketing. Students may select more than one concentration area to create the skill sets needed for their desired career path. The Business major provides students with the knowledge and skills to succeed in the ever-changing business settings. To reach this goal, each student must receive a grade of C or better for each required business course. The required business courses include offerings from Accounting (ACCT), Business (BUS), Economics (ECON), Management (MGT), and Marketing (MKT).

Business Administration Major Requirements (69 credit hours)
All major program requirements include Core and Cognate courses.

Business Administration Major Core (36 credit hours):

ACCT 221 Financial Accounting (3)
ACCT 222 Managerial Accounting (3)
BUS 140 Foundations of Business (3)
BUS 212 Business Statistics (3)
BUS 214 Quantitative Business Analysis (3)
BUS 260 Business Ethics (3)
BUS 350 Business Finance (3)
BUS 363 Business Law and Legal Process (3)
BUS 391 Business Internship (3)
BUS 498 Business Capstone Seminar (3)
MGT 240 Principles of Management (3)
MKT 240 Principles of Marketing (3)

Business Major Cognates (6 hours):
ECON 201 Microeconomics (3)
ECON 205 Macroeconomics (3)

Business Electives – choose four (12 credit hours):
ACCT 382 Legal Elements of Fraud (3)
BUS 228 Business Communications (3)
BUS 365 International Business (3)
BUS 425 Entrepreneurship (3)
ECON 310 Intermediate Microeconomics (3)
MGT 331 Organizational Behavior (3)
MKT 450 Consumer Behavior (3)

Business Major Concentrations (All Business Administration majors must select at least one concentration):
Accounting Concentration – 15 credit hours
ACCT 321 Intermediate Accounting I (3)
ACCT 322 Intermediate Accounting II (3)
ACCT 330 Cost Accounting (3)
ACCT 340 Federal Taxation (3)
ACCT 429 Auditing and Accounting Ethics (3)

Entrepreneurship Concentration – 15 credit hours
BUS 425 Entrepreneurship (3)
MGT 340 Managing Teams in Organizations (3)
MGT 365 Operations Management (3)
MGT 485 Small Business Management (3)
MKT 344 Retail Management (3)

Finance Concentration – 15 credit hours
BUS 350 Business Finance (3)
BUS 370 Financial Markets (3)
BUS 380 Corporate Finance (3)
BUS 450 Issues in Financial Management (3)
BUS 470 Managerial Finance (3)

Management Concentration – 15 credit hours
MGT 331 Organizational Behavior (3)
MGT 332 Human Resource Management (3)

MGT 340 Managing Teams in Organizations (3)
MGT 375 Project Management (3)
MGT 470 Leadership and Managing Change (3)

Marketing Concentration – 15 credit hours
MKT 341 Integrated Marketing Communications (3)
MKT 348 Sales Management and Professional Selling (3)
MKT 442 Marketing Management (3)
MKT 449 Marketing Research (3)
MKT 450 Consumer Behavior (3)

To ensure your success in this major, the following General Education courses are required:
Creative and Expressive Arts: *Student choice*
Historical, Political and Multicultural Perspectives: *Student choice*
Quantitative Reasoning: *Student choice, but met if BUS 212 is selected for Statistics requirement above.*
Scientific Knowledge: *Student choice*
Social and Behavioral Sciences: *ECON 201 Microeconomics (3)*

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

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

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

- ACCT 221 Financial Accounting (3)
- ECON 201 Microeconomics (3) or ECON 205 Macroeconomics (3)
- BUS 350 Business Finance (3)
- MKT 240 Principles of Marketing (3)
- BUS 212 Business Statistics (3) or PSY 230 Behavioral Statistics (3)

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

Associate of Arts in Business Administration Program Requirements (33 credit hours) *:
Required courses include the General Education requirements and the following courses:
ACCT 221 Financial Accounting (3)
ACCT 222 Managerial Accounting (3)
BUS 140 Foundations of Business (3)
BUS 260 Business Ethics (3)
BUS 350 Business Finance (3)
BUS 363 Business Law and Legal Process (3)
ECON 201 Microeconomics (3)
ECON 205 Macroeconomics (3)
MGT 240 Principles of Management (3)
MKT 240 Principles of Marketing (3)

Choose one:

BUS 212	Business Statistics (3)
BUS 214	Quantitative Business Analysis (3)

***To assess the degree, students are required to complete the Major Field Test (MFT) standardized exam.** The MFT in Business for Associate Degree Programs is a comprehensive exam for outcomes assessments designed to measure the critical knowledge and understanding obtained by students in the academic field.

Business Administration Minor Program Requirements (21 credit hours):

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

ACCT 221	Financial Accounting (3)
ACCT 222	Managerial Accounting (3)
BUS 140	Foundations of Business (3)
BUS 350	Business Finance (3)
MGT 240	Principles of Management (3)
MKT 240	Principles of Marketing (3)

Choose one:

ECON 201	Microeconomics (3)
ECON 205	Macroeconomics (3)

Economics Minor Program Requirements (21 credit hours):

Program Description

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

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

Choose two:

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

Marketing Minor Program Requirements (19-21 credit hours):

Program Description

The Marketing minor is designed to provide non-Business Administration major students with the fundamentals of the marketing discipline. The Marketing Minor provides valuable, real-world knowledge and skills for students whose future careers will involve promoting and selling their goods and services. The Marketing Minor is not available to Business Administration majors. Business Administration students interested in adding marketing knowledge to their skill set should add the Marketing Concentration to their plan of study.

ECON 201	Microeconomics (3)

ECON 205	Macroeconomics (3)
MKT 240	Principles of Marketing (3)
MKT 348	Sales Management and Professional Selling (3)
MKT 442	Marketing Management (3)
MKT 450	Consumer Behavior (3)

Choose one:

MKT 341	Integrated Marketing Communication (3)
MKT 344	Retail Management (3)
MKT 350	Sport Marketing (3)
MKT 449	Marketing Research (3)
MKT 495	Special Topics in Marketing (1-3)

Courses and Descriptions

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

BUS 140 Foundations of Business (3)

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

BUS 212 Business Statistics (3)

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

BUS 214 Quantitative Business Analysis (3)

This course covers mathematical techniques applied to management and business decision-making. Concepts and application of time-value-of-money, matrix algebra, functions, graphs, linear programming, business decision models and other math models are discussed. Problem-solving and data analysis will be completed using spreadsheets. The course will combine lecture and laboratory components.

BUS 228 Business Communications (3)

A study of the principles of effective written communication and their application to business situations. A comprehensive study of business writing including letters, memos, interoffice correspondence and complete analytical report writings. A study of technology and the use of electronic devices to aid in business communication will be completed. Prerequisite: ENGL 125.

BUS 260 Business Ethics (3)

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

BUS 295 Special Topics in Business (1-3)

Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

BUS 296 Readings in Business (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

BUS 350 Business Finance (3)
Financial aspects of business management: financial ratios, financial forecasting and budgeting, breakeven analysis and operations leverage, working capital management, cash and credit management, short-term and long-term sources of financing, stocks and bonds, capital budgeting, lease financing, and dividend policy. Prerequisite: ACCT 222.

BUS 363 Business Law and Legal Process (3)
Introduction to commercial law: torts, contracts, sales, negotiable instruments, agency, patents, copyrights, and bankruptcy.

BUS 365 International Business (3)
Introduction to the field of International Business. This course examines the broad perspective of international business related to the internal and external forces impacting global operations of domestic and multinational businesses.

BUS 370 Financial Markets (3)
This course provides an overview of financial markets. It examines the agents, instruments, and institutions that make up the financial system of the modern economy, such as bonds, the stock market, derivatives, and the money market. Along the way, standard concepts and tools of financial analysis are introduced: present discounted value, option value, and the efficient markets hypothesis. Recent developments in the field—in particular, the application of psychology to financial markets (called behavioral finance)—are also discussed.

BUS 380 Corporate Finance (3)
The goal of this course is to develop skills for making corporate investment and financing decisions. Topics include discounted cash flow and other valuation techniques; risk and return; capital asset pricing model; corporate capital structure and financial policy; capital budgeting; mergers and acquisitions; and investment and financing decisions in the international context, including exchange rate/interest rate risk analysis.

BUS 391 Business Internship (1-16)
An internship course is a supervised work experience related to a student's major or field of interest. Preferably, the student should be employed full-time or part-time with pay. A student must complete 40 hours of work for each academic credit hour and may earn up to 16 credits. Prerequisites: junior standing and a major in Business Administration or Accounting. Graded Pass/Fail.

BUS 394 Cooperative Education (1-8)
Cooperative Education is a supervised work experience related to a student's major or field of interest. A student should be employed full-time with pay and should not be enrolled in other courses except by special permission of the Program Director of Business. A student may earn up to 16 credits upon completion of two, three-month summer terms (four credits each) and one six-month internship (eight credits). Graded Pass/Fail.

BUS 397 Field Experience (3)
Students work at no pay for local employers in an observation or limited/closely supervised participation capacity in their area of study or interest. Designed mainly for students without previous experience. A student must complete 40 hours of field experience for each academic credit hour. Prerequisites: junior standing and declared major within the Business Administration department. Graded Pass/Fail.

BUS 399 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs: first, the student investigates an area of special interest; and second, the student works closely with a faculty member in planning, executing and evaluating the program.

BUS 425 Entrepreneurship (3)
This course examines the entrepreneurship process involved in designing and evaluating new business ventures in independent and corporate settings. Topics include entrepreneurial trends, market and industry analysis, strategic and operations planning, financing and venture capital, and measuring value.

BUS 450 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.

BUS 470 Managerial Finance (3)
This course provides a perspective on the value creation framework in the context of private and public companies. It surveys all core aspects of financial management including investment, funding, and distribution decisions as well as implications for corporate governance and risk management. More specifically, topics covered include financial analysis, financial planning, working capital management, capital budgeting, capital structure and cost of capital, and dividend policy.

BUS 495 Special Topics in Business (3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

BUS 496 Readings in Business (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

BUS 498 Business Capstone Seminar (3)
A senior capstone course which applies what has been learned in previous courses to realistic business situations. Business strategies, policy-making, and management philosophy are developed by means of case studies of actual companies. Prerequisites: senior standing and completion of substantially the entire business Core.

CHEMISTRY (CHEM)

Program Description
Chemistry is a service area for science and education programs as well as the general education curriculum. There is a Chemistry minor available. Students are required to have an ACT Math score of a 22 in order to register for CHEM 123. For students whose scores are an ACT Math score of a 21 or lower should enroll in CHEM 103 and MATH 110 concurrently. For students who earn a B- or lower in CHEM 123, they must also take CHEM 104 while enrolled in CHEM 124.

Chemistry Minor Program Requirements (20-22 credit hours):
CHEM 123 General Chemistry I (4)
CHEM 124 General Chemistry II (4)

Choose three:
CHEM 233/233L Organic Chemistry I and Lab (4+1)
CHEM 234/234L Organic Chemistry II and Lab (4+1)
CHEM 368 Biochemistry I (4)
CHEM 369 Biochemistry II (4)
CHEM 455 Quantitative Analysis (4)

Courses and Descriptions
If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following

courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

CHEM 103 Chemistry Skills I (1)
This course is intended to complement and provide supplemental instruction for the principles and techniques presented in the general chemistry sequence. An emphasis is placed on the application of such principles in problem solving, as well as developing problem solving and critical thinking skills. Corequisite: CHEM 123.

CHEM 104 Chemistry Skills II (1)
This course is intended to complement and provide supplemental instruction for the principles and techniques presented in the general chemistry sequence. An emphasis is placed on the application of such principles in problem solving, as well as developing problem solving and critical thinking skills. Corequisite: CHEM 124.

CHEM 113 Chemistry Around Us (4)
CHEM 113L Chemistry Around Us Lab (0)
This course and corresponding lab will facilitate a better understanding of the world in which we live through chemistry, suitable for students pursuing studies outside of the sciences. An exploration of the basic principles of chemistry and the scientific method will unravel the mysteries behind topics such as nuclear energy, alternative fuels, nutrition, biochemistry and pharmacology. Through observation, experimentation, and application students will gain an appreciation for how atoms and molecules, the basis for all matter interacts, cause reactions and impact their everyday lives.

CHEM 123 General Chemistry I (4)
CHEM 123L General Chemistry I Lab (0)
A two-semester course dealing with the fundamental principles of chemistry, including chemical stoichiometry; understanding and balancing the major reaction types, the properties of gases (emphasizing gas laws), liquids and solids; solutions; atomic and molecular structure, the periodic table, Quantum understanding of atomic and molecular systems, reaction kinetics, chemical equilibria; an introduction to thermodynamics, discussion of the chemical properties of selected elements and the laws and rules that presently form our understanding of basic chemistry. The course emphasizes scientific problem-solving skills as well as those topics which are essential for further work in chemistry and for professional school. The laboratory is designed to support and illustrate chemical concepts studied in the lecture portion of the course, as well as to introduce important laboratory techniques and encourage analytical thinking. The laboratory work emphasizes physio-chemical measurements, basic quantitative analysis and synthesis. In order to maximize success in this two-semester course, high school chemistry, physics, and a strong background in mathematics are recommended. Prerequisite: MATH 110 with a minimum grade of "C" or higher, or ACT Math of 22, or satisfactory performance at the Math assessment test. Students without any prior coursework in chemistry are required to enroll in CHEM 103 Chemistry Skills.

CHEM 124 General Chemistry II (4)
CHEM 124L General Chemistry II Lab (0)
A two-semester course dealing with the fundamental principles of chemistry, including chemical stoichiometry; understanding and balancing the major reaction types, the properties of gases (emphasizing gas laws), liquids and solids; solutions; atomic and molecular structure, the periodic table, Quantum understanding of atomic and molecular systems, reaction kinetics, chemical equilibria; an introduction to thermodynamics, discussion of the chemical properties of selected elements and the laws and rules that presently form our understanding of basic chemistry. The course emphasizes scientific problem-solving skills as well as those topics which are essential for further work in chemistry and for professional school. The laboratory is designed to support and illustrate chemical concepts studied in the lecture portion of the course, as well as to introduce important laboratory techniques and encourage analytical thinking. The laboratory work emphasizes physio-chemical measurements, basic quantitative analysis and synthesis. In order to maximize success in this two-semester course, high school chemistry, physics, and a strong background in mathematics are recommended. Prerequisite: CHEM 123 with a minimum grade of "C" or higher and MATH 114 or MATH 110 and 113. Students with a grade of B- or lower in CHEM 123 are also required to enroll in CHEM 104 Chemistry Skills II.

CHEM 233 Organic Chemistry I (4)
CHEM 233L Organic Chemistry I Lab (1)

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

CHEM 234 Organic Chemistry II (4)
CHEM 234L Organic Chemistry II Lab (1)
A two-semester progressive study of structure, property, spectroscopy and reactivity of organic compounds. Students will learn nomenclature, covalent and ionic bonding, reaction mechanisms, functional groups with special emphasis on mono and polyfunctional compounds, stereochemistry, interactions and laws and rules governing aromatic reactions. Prerequisite: CHEM 233 with a minimum grade of "C" or higher.

CHEM 295 Special Topics in Chemistry (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

CHEM 296 Readings in Chemistry (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

CHEM 368 Biochemistry I (4)
CHEM 368 Biochemistry I Lab (0)
An introduction to the biochemical principles including: macromolecules (proteins, lipids, carbohydrates and nucleic acids), enzyme structure, function and regulation, energy transformations, and carbohydrate, protein, and lipid metabolism. Offered in alternate years. Prerequisites: BIO 129; CHEM 234 with a minimum grade of "C" or higher.

CHEM 369 Biochemistry II (4)
CHEM 369 Biochemistry II Lab (0)
An introduction to the biochemistry of the cell including: nucleic acids, nucleic acid metabolism, gene regulation, membranes, membrane transport, organelle biology, signal transaction and cancer biology. Emphasis on theoretical and practical use of molecular biological research techniques. Offered in alternate years. Prerequisite: CHEM 368 with a minimum grade of "C" or higher.

CHEM 455 Quantitative Analysis (4)
CHEM 455L Quantitative Analysis Lab (0)
An intensive study of four places to the right of the decimal including precise laboratory methods; infra-red analysis, chromatography, volumetric, gravimetric methods, acid-base theory and equilibrium reactions. Special emphasis is placed on data collection and statistical analysis. The rules and laws governing science are explored and explained. Prerequisite: CHEM 124 with a minimum grade of "C" or higher.

CHEM 495 Special Topics in Chemistry (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

CHEM 496 Readings in Chemistry (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

COMMUNICATION STUDIES (COMM)

Program Description

Studying communication develops an individual's ability to thrive in the workforce and society. Communication skills not only enrich relationships, they also help individuals to continually adapt to a rapidly changing world. In our program, students learn how to conceptualize and analyze various forms of mediated communication in socio-cultural, aesthetic, civic, and economic terms. They also develop practical skills in relation to various modes of communication and forms of media. The study of communication can prepare students for careers in such fields as education, journalism, public relations, government and public policy, marketing, and advertising. It can also help to provide the basis for future graduate study in these fields and others, such as law and library and information science.

Communication Studies Major Requirements (36 credit hours)

All major program requirements include Core and Cognate courses.

COMM 130 Introduction to Film (3)
COMM 140 Introduction to Communication and Media Studies (3)
COMM 410 Research Methods (3)
COMM 498 Communications Seminar/Capstone (3)

Select a minimum of 6 credits at the 200-level from the courses below.

COMM 240 Interactive Media (3)
COMM 245 Culture and Communication (3)
COMM 250 Introduction to Rhetoric (3)
COMM 260 Introduction to Digital Media Production (3)

Select a minimum of 12 credits at the 300-level from the courses below.

COMM 320 Media Literacy and Society (3)
COMM 350 Topics in Communication and Media Studies (3)*
COMM 360 Topics in Film Studies (3)*
COMM 370 Topics in Rhetoric and Media (3)*
COMM 380 Rhetorical Criticism (3)
COMM 391 Internship (1-6)

A total of 36 credits must be taken for the Communication Studies major. Courses marked with an asterisk (*) may be repeated as long as the topic changes, but students must select other courses at the 200- and 300-level in order to fulfill the total credit requirements for the major.

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *COMM 130 Introduction to Film (3)*
Historical, Political and Multicultural Perspectives: *Student choice*
Quantitative Reasoning: *Student choice*
Scientific Knowledge: *Student choice*
Social and Behavioral Sciences: *Student choice*

Communication & Media Minor Program Requirements (18 credit hours):

3 courses at the 100 or 200 level
2 courses at the 300 or 400 level
1 course at the 400 level

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options. Please note, newly enrolled first year students must have a high school GPA of 3.2 to enroll in COMM 120 for fall term only.

COMM 120 Introduction to Human Communication (3)
This required general education curriculum course addresses the fundamentals of relational and public communication. Students will participate in informative, group, and persuasive public presentations as well as interpersonal engagement activities. Focus will be on the way communication needs shift in varying contexts and the significant role of the audience in communication exchanges.

COMM 130 Introduction to Film (3)
This course provides an introduction to the history and techniques of film and includes the study of the purposes of film and influence of film upon varied audiences. Students will learn to appreciate film as an aesthetic medium and develop strategies to comprehend, interpret, and evaluate contemporary motion pictures.

COMM 140 Introduction to Communication and Media Studies (3)
Examination of the theoretical developments in communication and media studies. This course explains the many dimensions of the communication discipline and the implication communication has on the human condition. The course also provides the foundational knowledge of what it means to be a major in the field. Offered alternate years.

COMM 240 Interactive Media (3)
Focus is placed on the new technological and theoretical developments in media. Students will explore how the Internet, social media, mobile applications, and other trends in interactive media impact them personally as well as the influence interactive media has on cultures, societies, and globalization.

COMM 245 Culture and Communication (3)
What is culture? What does it mean to say that communication creates culture, or vice versa? This course explores these questions, focusing particularly on the ways in which our world is created, organized, and transformed through communication. Areas of study will include but are not limited to popular culture, business culture, and political culture. Students will investigate the impact of culture on notions of race, sexuality, gender, and class in both national and global contexts. They will engage a variety of texts which examine how humans can understand and contribute to the production of culture.

COMM 250 Introduction to Rhetoric (3)
This course offers an introduction to rhetorical theory and rhetorical criticism. The history of rhetoric is examined, including its shifting purpose, definition, and application. Students are also given an introduction to textual analysis for the purposes of studying and producing rhetoric. Offered in alternate years. Prerequisite: ENGL 125.

COMM 260 Introduction to Digital Media Production (3)
This course provides students with an introduction to various aspects of digital media production, including aesthetic and narrative principles and practical skills. Students study the tools used to create digital media and practice skills important to production including high-definition photography, high-definition video shooting/editing, audio recording/editing, and linear and non-linear storytelling. The course is designed to foster competency in digital media production for a wide range of career paths.

COMM 295 Special Topics in Communications (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.
COMM 296 Readings in Communications (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

COMM 320 Media Literacy and Society (3)
Media literacy is concerned with understanding the role media plays in equipping citizens for living. Students will critique how media creates culture as well as reflects and shapes society. The course will also help students learn how to use the media to influence

perceptions in society through critique of issues such as education, government, and everyday struggles over power. Offered in alternate years. Prerequisite: ENGL 225.

COMM 350 Topics in Communication and Media Studies (3)
This course provides an opportunity for the study of a specific topic pertaining to communication, media, and cultural studies. Topics may include, but are not limited to, social media, media history, fan and audience studies, media and identity, media industries, and sound studies. Please see the Course Schedule for topic choices. Course may be repeated if topic is different from that completed.

COMM 360 Topics in Film Studies (3)
Going beyond the foundational knowledge provide in Intro to Film, this course delves into a specific aspect of film theory. Topics vary each offering and may include but are not limited to film history, auteur theory, adaptations, screenwriting, and film genres. See the Course Schedule for topics choices. Course may be repeated if topic is different from that completed. A film lab accompanies this course.

COMM 370 Topics in Rhetoric and Media (3)
This course is a study of the role of rhetoric and/or media in culture and society. Emphasis is placed on finding connections between the theories associated with the topic of study and the lived experiences of the students. Major assignments will vary but will often include a project that attempts to foster active citizenship. Topics vary from section to section. See the Course Schedule for topics choices. Course may be repeated if topic is different from that completed. Prerequisite: ENGL 225.

COMM 380 Rhetorical Criticism (3)
A study of the philosophy and methods of rhetorical criticism. Students will explore the transition from neo-Aristotelian criticism to the prevalent methods of today. This course prepares students to read, analyze, and conduct rhetorical criticism as it applies to a diverse range of texts.

COMM 391 Internship (1-6)
This is an on-the-job learning experience related to the study of communication. An internship is supervised by both a college faculty sponsor and a qualified person in the field where the student is working as an intern. Graded Pass/Fail.

COMM 398 Junior Capstone Preparation (1)
The goal of this course is to get junior level students prepared for the senior capstone course. Students will explore the options available for communication majors after graduation and plan a paper or project suitable for their post-college ambitions.

COMM 410 Research Methods (3)
This course outlines major communication studies methods in the humanities tradition, with some coming from the social sciences. Methods studied include textual analysis, history and historiography, archival research, discourse analysis, qualitative and quantitative data analysis, ethnography, and interviewing. This advanced course provides students with the preparation required to effectively plan and conduct their senior capstone projects. Prerequisite: COMM 140.

COMM 491 Internship (1-3)
This is an on-the-job learning experience related to the study of communication. An internship is supervised by both a college faculty sponsor and a qualified person in the field where the student is working as an intern. No salary is received for an internship. Graded Pass/Fail.

COMM 495 Special Topics in Communications (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

COMM 496 Readings in Communications (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

COMM 498 Communications Seminar/Capstone (3)
This senior capstone experience involves independent research that may be either a project or research oriented. Seniors will work closely with a communication studies faculty member in planning, executing, and evaluating the project.

COMM 499 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

COMPUTER SCIENCE (CSCI)

Program Description
Computer Science is a dynamic and high-demand field that powers innovation across industries. The Computer Science program at Defiance College provides a robust foundation in software development, database management, and system architecture, equipping students with the technical expertise and problem-solving skills essential for success in the ever-evolving tech landscape. Through a blend of rigorous coursework and hands-on experience, students develop the ability to design, optimize, and implement cutting-edge computing solutions. Graduates emerge prepared for impactful careers in software engineering, system analysis, database administration, and cloud computing across commercial, government, and nonprofit sectors. With small class sizes and dedicated faculty mentorship, students benefit from personalized guidance and real-world applications, ensuring they are ready to lead and innovate in a technology-driven world.

Computer Science Major Requirements (46-48 credit hours):
All major program requirements include Core and Cognate courses.

Computer Science Major Core (30 credit hours):
CYBR 105 Introduction to Technology (3)
CSCI 105 Introductory Programming (3)
CSCI 205 Intermediate Programming (3)
CSCI 215 Database Management Systems (3)
CSCI 235 Operating Systems (3)
CSCI 305 Systems Architecture and Design (3)
CSCI 315 Advanced Object-Oriented Programming (3)
CSCI 330 Computational Data Processing (3)
CSCI 340 Design and Analysis of Computer Algorithms (3)
CSCI 498 Computer Science Senior Capstone (3)

Computer Science Major Cognates (5-7 credit hours):
MATH 305 Discrete Mathematical Structures (3)
Choose one:
MATH 113 Trigonometry (2)
MATH 114 Precalculus Mathematics (4)

Computer Science Major Concentrations (12 credit hours):
All Computer Science majors must select at least one concentration.

Information Technology (12 credit hours):
CYBR 410 Intrusion Detection (3)

Choose three:

CSCI 245	Applied Cloud and Virtualization (3)
CSCI 255	Applied Intelligent Systems (3)
CYBR 205	Computer Security Fundamentals (3)
CYBR 240	System Administration (3)
CYBR 320	Operating System Security (3)

Web and Game Programming (12 credit hours):

CSCI 110	Introduction to Web Development (3)
CSCI 412	Web Media (3)
CSCI 414	Game Development I (3)
CSCI 418	Game Development II (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *If selected above in the Cognate area, MATH 114 Precalculus Mathematics (4)*

Scientific Knowledge: *Student choice*

Social and Behavioral Sciences: *Student choice*

Computer Science Minor Program Requirements (18 credit hours):

CYBR 105	Introduction to Technology (3)
CSCI 105	Introductory Programming (3)
CSCI 205	Intermediate Programming (3)
CSCI 215	Database Management Systems (3)
CSCI 305	Systems Architecture and Design (3)

Choose one:

CSCI 330	Computational Data Processing (3)
CSCI 340	Design and Analysis of Computer Algorithms (3)
CYBR 205	Computer Security Fundamentals (3)

Courses and Descriptions

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

CSCI 105 Introductory Programming (3)

This course will introduce basic programming and computational concepts to students with little or no previous experience. Students will write executable code using current programming languages.

CSCI 110 Introduction to Web Development (3)

This course introduces fundamental concepts of web development for students with little or no prior experience. Students explore the structure, protocols, and functionality of the World Wide Web and develop web pages using HTML and CSS. Students design, implement, and deploy multi-page websites by placing resources on a server to ensure proper functionality and presentation. Emphasis is placed on applied development practices, web standards compliance, and structured design principles.

CSCI 205 Intermediate Programming (3)

This course will introduce students to low-level programming, as well as object-oriented class design. Students will learn to incorporate libraries. This course will use the C++ programming language. Prerequisite: CSCI 105 with a minimum grade of "C" or higher.

CSCI 215 Database Management Systems (3)
This course introduces the fundamental concepts of database management, focusing on relational databases and SQL programming. Students will learn data modeling, database design, and query formulation while gaining hands-on experience with a modern database system. The course emphasizes practical applications, preparing students to work with databases in software development, data analytics, and cloud environments. Prerequisite: CSCI 105 with a minimum of "C" or higher.

CSCI 235 Operating Systems (3)
This course introduces the fundamental concepts, structure, and design principles of modern operating systems. Topics include operating system architecture, process and thread management, CPU scheduling, synchronization concepts, memory management, virtual memory, file systems, and storage organization. Emphasis is placed on understanding how operating systems manage hardware resources and support efficient program execution. Applied exercises reinforce conceptual understanding through system-level analysis and structured programming activities. Prerequisite- CSCI 105 with a grade of C or higher.

CSCI 245 Applied Cloud and Virtualization (3)
This course focuses on the deployment, configuration, and operational management of cloud computing and virtualization technologies in modern IT environments. Students examine infrastructure provisioning, resource management, system monitoring, and service delivery in virtualized and cloud-based platforms. Emphasis is placed on practical implementation and administration of scalable computing environments to support organizational needs. Applied activities provide hands-on experience managing infrastructure components in real-world scenarios. Prerequisite- CSCI 205 with a grade of C or higher.

CSCI 255 Applied Intelligent Systems (3)
This course introduces the core concepts and practical applications of intelligent systems, including foundational ideas in Artificial Intelligence (AI), within modern computing environments. Students examine how data-driven and automated technologies support decision-making and problem-solving across organizational contexts. Emphasis is placed on understanding intelligent system capabilities, evaluating their effectiveness, and responsibly integrating AI-enabled solutions into existing technological infrastructures. Applied activities focus on working with intelligent tools and system components rather than low-level algorithm development. Prerequisite- CSCI 105 with a grade of C or higher.

CSCI 295 Special Topics in Computer Science (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

CSCI 296 Readings in Computer Science (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

CSCI 305 Systems Architecture and Design (3)
This course examines the structure and organization of modern computing systems from an architectural perspective. Students study architectural models, integration patterns, and design methodologies used in building scalable and reliable computing environments. Topics include layered and modular architectures, client-server and distributed models, cloud-based infrastructures, performance considerations, and system reliability. Emphasis is placed on analyzing design trade-offs, evaluating architectural decisions, and applying structured design principles to contemporary computing systems.

CSCI 315 Advanced Object-Oriented Programming (3)
This course deepens students' understanding of object-oriented software development through advanced design principles, abstraction techniques, and program organization strategies. Emphasis is placed on class design, inheritance and polymorphism,

interface-based programming, design patterns, and refactoring techniques for building maintainable and scalable software systems. Students apply testing methodologies and structured debugging practices to develop robust object-oriented applications.

CSCI 330 Computational Data Processing (3)
This course examines the principles and techniques used to process, transform, and manage complex data in modern computing systems. Students explore algorithmic approaches to organizing, parsing, and optimizing structured and semi-structured data using appropriate programming constructs and data structures. Emphasis is placed on computational efficiency, scalable design, and performance-aware implementation. The course develops foundational skills in building robust data processing workflows that support contemporary software, cloud, and intelligent systems. Prerequisite: CSCI 205 and CSCI 215 each with a minimum grade of "C" or higher.

CSCI 340 Design and Analysis of Computer Algorithms (3)
This course will familiarize students with the design and analysis of efficient algorithms, placing an emphasis on translating articulable real-world problems into coding solutions. Prerequisite: CSCI 315. Co-requisite: MATH 305.

CSCI 412 Web Media (3)
Students will gain an in-depth knowledge of the technologies and techniques used to create dynamic web content. Video and audio media elements are emphasized. Prerequisites: CSCI 110 and 205 each with a minimum grade of "C" or higher.

CSCI 414 Game Development I (3)
This course introduces foundational concepts in game development, including game engine fundamentals, asset integration, environment design, and basic interactive systems. Students create and manage graphical assets and implement them within a game environment using industry-standard development tools. Emphasis is placed on game world construction, structured design principles, and core gameplay functionality.

CSCI 418 Game Development II (3)
This course builds on foundational game development principles to design and implement advanced interactive games. Students focus on structured game design, mechanics, user interaction, and integration of multimedia assets. Project-based exercises allow students to apply design principles and programming techniques to complete a functional, polished game prototype. Prerequisite: CSCI 414 with a grade of "C" or higher.

CSCI 495 Special Topics in Computer Science (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

CSCI 496 Readings in Computer Science (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

CSCI 498 Computer Science Senior Capstone (3)
This course provides students with an opportunity to integrate and apply the knowledge and skills defined in the learning objectives of the Computer Science degree. The course is structured as a comprehensive, project-based experience requiring students to design, implement, document, and present a substantial computing project within their chosen concentration area. Emphasis is placed on problem formulation, technical implementation, testing, and professional communication. Prerequisite: Senior standing in the Computer Science major

CRIMINAL JUSTICE (CRJU)

Program Description

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

Criminal Justice Major Requirements (51 credit hours)
All major program requirements include Core and Cognate courses.

Criminal Justice Major Core (39 credit hours):

CRJU 111	Introduction to Criminal Justice (3)
CRJU 127	Introduction to Juvenile Delinquency (3)
CRJU 155	Criminal Law (3)
CRJU 217	Criminal Investigation (3)
CRJU 221	Criminal Evidence and Procedure (3)
CRJU 223	Introduction to Corrections (3)
CRJU 355	Ethical Issues in Criminal Justice (3)
CRJU 413	Criminal Justice Organization & Administration (3)
CRJU 497	Field Experience (3)
CRJU 498	Criminal Justice Capstone (3)

Choose three CRJU electives (9 credit hours)

Criminal Justice Major Cognates (12 hours):

PSY 110	Introduction to Psychology (3)
PSY 230	Behavioral Statistics (3)
REL 201	Approaches to Religion (3)
SWK 301	Research Methods (3)

To ensure your success in this major, the following General Education courses are required:
Creative and Expressive Arts: *Student choice*
Historical, Political and Multicultural Perspectives: *REL 201 Approaches to Religion (3)*
Quantitative Reasoning: *PSY 230 Behavioral Statistics (3)*
Scientific Knowledge: *Student choice*
Social and Behavioral Sciences: *PSY 110 Introduction to Psychology (3)*

Associate of Arts in Criminal Justice Program Requirements (33 credit hours):
Required courses include the General Education requirements and the following:

CRJU 111	Introduction to Criminal Justice (3)
CRJU 127	Introduction to Juvenile Delinquency (3)
CRJU 155	Criminal Law (3)
CRJU 217	Criminal Investigation (3)
CRJU 221	Criminal Evidence and Procedure (3)
CRJU 223	Introduction to Corrections (3)
CRJU 298	Criminal Justice Capstone (3)*
PSY 110	Introduction to Psychology (3)

Choose three:

HIST/POL 336	History of the Constitution (3)
POL 130	Introduction to United States Government (3)
POL 371	Constitutional Law (3)
PSY 220	Lifespan Development (3)
PSY/SWK 280	Abnormal Psychology (3)

SWK 235 Social Problems (3)
SOC/SWK 265 Cultural Diversity (3)

*Course serves as assessment of Associate of Arts in Criminal Justice.

Criminal Justice Minor Program Requirements (18 credit hours):
CRJU 111 Introduction to Criminal Justice (3)
CRJU 155 Criminal Law (3)
CRJU 217 Criminal Investigation (3)
Choose three CRJU electives numbered 300 and above concentrating in law enforcement or corrections (9 credit hours).

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

CRJU 111 Introduction to Criminal Justice (3)
The philosophical, historical and operational aspects of criminal justice in present society. The administration and definition of scope of interest of criminal justice agencies and how they interrelate.

CRJU 127 Introduction to Juvenile Delinquency (3)
The philosophical, historical and operational aspects of justice in juvenile law enforcement and courts.

CRJU 155 Criminal Law (3)
This course is focused upon the study of elements and proof in crimes of frequent concern, procedural consideration of criminal law, and rules of law. Prerequisite: CRJU 111.

CRJU 194 Cooperative Education (1-16)
A cooperative Education course is a supervised work experience related to a student's major or field of interest. A student should be employed full-time or part-time with pay. A student must complete 120 hours of work for each academic credit hour and may earn up to 16 credits. Other work arrangements must be approved by the coordinator of cooperative education and the Registrar. Graded Pass/Fail.

CRJU 199 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

CRJU 217 Criminal Investigation (3)
Introduction to criminal investigation procedures including theory of investigation, conduct at crime scene, collection and preservation of physical evidence, introduction to related forensic science, and follow-up legal investigation. Prerequisite: CRJU 155.

CRJU 221 Criminal Evidence and Procedure (3)
Rules of evidence of particular import in criminal justice: testimony, privileges, search and seizure, and exceptions. Prerequisite: CRJU 155.

CRJU 223 Introduction to Corrections (3)
An introduction to the various aspects of correctional systems and their historical development and an examination of societal influences and reactions to treatment of offenders and victims.

CRJU 294 Cooperative Education (1-16)
A cooperative Education course is a supervised work experience related to a student's major or field of interest. A student should be employed full-time or part-time with pay. A student must complete 120 hours of work for each academic credit hour and may earn up to 16 credits. Other work arrangements must be approved by the coordinator of cooperative education and the Registrar. Graded Pass/Fail.

CRJU 295 Special Topics in Criminal Justice (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

CRJU 296 Readings in Criminal Justice (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

CRJU 297 Field Experience (Lower-Level) (3)
A basic exposure to a particular criminal justice agency through observation and limited participation. This course will provide an understanding of how this agency fits into the entire criminal justice system and the local community. Graded Pass/Fail.

CRJU 298 Criminal Justice Capstone (3)
This course applies problem-solving techniques and research skills to present-day issues in criminal justice by building on concepts learned in previous courses. In this course, students will identify a contemporary issue in criminal justice, research the underlying cause(s) and then discuss and defend possible solutions. This course is not open to students pursuing a bachelor's degree in Criminal Justice.

CRJU 299 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

CRJU 352 Police-Community Relations (3)
The professional concept in policing and its implications; changing nature of social controls; community and police allocation of resources to deal with problems. Offered in alternate years. Prerequisite: CRJU 111.

CRJU 353 Institutional Corrections (3)
Historical examination and development of correctional institutions and jails. An examination of various types of current jails and penal institutions and their functions. The course will include a discussion of past and present issues of correctional institutions, a brief look at international approaches and future trends. Offered in alternate years. Prerequisites: CRJU 111 and 223.

CRJU 354 Non-Institutional Corrections (3)
Examination of all non-institutional correction programs including pre-trial diversion, probation, parole, community-based correction programs, innovative approaches, and correctional counseling. A discussion of problems, concerns, and trends. Offered in alternate years. Prerequisites: CRJU 111 and 223.

CRJU 355 Ethical Issues in Criminal Justice (3)
This course is designed to identify and examine ethical issues among practitioners and students in the criminal justice fields. Such issues may include the discretionary power of arrest, the use of deadly force, the decision to prosecute, participation in plea bargaining, representation of the guilty, and the imposition of punishment, to name a few. The course will promote inquiry that combines ethical analysis with a practical awareness of the realities of the criminal justice system. Prerequisite: junior or senior standing.

CRJU 361 Delinquency Prevention and Control (3)
A critical evaluation of delinquency causation theories and the social structures and their interrelationships with delinquency prevention and control. Prerequisites: CRJU 111 and SOC 120.

CRJU 373 Civil Liability (3)
Study of the general concepts of state tort law, negligence, search and seizure violations, deadly force, and jail management. The student will also examine the basis of civil liability grounded with federal law under 42 U.S.C. -1983. The concept of liability will then be studied as it pertains to criminal justice supervisors, including a discussion of defenses and policy decisions involving civil liability. Offered in alternate years.

CRJU 394 Cooperative Education (1-16)
A cooperative Education course is a supervised work experience related to a student's major or field of interest. A student should be employed full-time or part-time with pay. A student must complete 120 hours of work for each academic credit hour and may earn up to 16 credits. Other work arrangements must be approved by the coordinator of cooperative education and the Registrar. Graded Pass/Fail.

CRJU 399 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

CRJU 413 Criminal Justice Organization and Administration (3)
Principles of organization and management as applied primarily to law enforcement and correctional agencies. Practical and theoretical aspects of management, such as organization, decision making, human relations, and values. Prerequisite: CRJU 217.

CRJU 471 Criminology (3)
An analysis of the sociocultural factors leading to crime with an emphasis on crime causation theories and methods used to prevent and control criminal behavior. Offered in alternate years. Prerequisites: CRJU 111 and SOC 120.

CRJU 472 Social Deviance (3)
An analysis of the sociocultural factors leading to deviant behavior with an emphasis on deviance causation theories and prevention, control, and treatment of deviant behavior.

CRJU 474 Terrorism (3)
Over the past few decades, terrorism has advanced from a minor security concern to one of the most talked about and analyzed forms of political violence. This course will examine the intricacies of terrorism by exploring a multitude of ideologies, methods, and the social impact of this form of violence. In this class, we will define the concept of terrorism, explore how individuals and groups become radicalized to engage in terrorism, discuss domestic and international terrorist groups, and review strategies intended to prevent and disrupt future acts.

CRJU 494 Cooperative Education (1-16)
A cooperative Education course is a supervised work experience related to a student's major or field of interest. A student should be employed full-time or part-time with pay. A student must complete 120 hours of work for each academic credit hour and may earn up to 16 credits. Other work arrangements must be approved by the coordinator of cooperative education and the Registrar. Graded Pass/Fail.

CRJU 495 Special Topics in Criminal Justice (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

CRJU 496 Readings in Criminal Justice (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

CRJU 497 Field Experience (Upper-Level) (3-9)
This level meets the same basic objectives as the lower-level, as well as working directly with offenders under supervision when possible. Graded Pass/Fail.

CRJU 498 Criminal Justice Capstone (3)
Senior capstone experience. Completion of a major paper and a presentation of this paper to a professional panel on an approved topic. Discussion and evaluation of policies and practices in the field with accepted theories and procedures. Prerequisites: CRJU 217, 223 and 413.

CRJU 499 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

CYBERSECURITY (CYBR)

Program Description
Defiance College's Cybersecurity program equips students with essential technical and leadership skills to safeguard critical infrastructure and navigate the ever-evolving landscape of cybersecurity threats. The program emphasizes hands-on learning in areas such as secure data transmission, network defense, and secure system implementation. Graduates will be well-prepared to assess cybersecurity risks, develop comprehensive security strategies, and effectively manage security teams. Through real-world applications and a focus on both technical and non-technical aspects of cybersecurity, students gain the expertise necessary to adapt to rapidly changing technology and protect vital digital assets.

Cybersecurity Major Requirements (44 credit hours)
All major program requirements include Core and Cognate courses.

CYBR 105	Introduction to Technology (3)
CSCI 105	Introductory Programming (3)
CYBR 205	Cybersecurity Fundamentals (3)
CYBR 230	Foundations of Networking Technology (3)
CYBR 240	System Administration (3)
CYBR 310	Basics of Cryptographic Techniques and Protocols (3)
CYBR 320	Operating System Security (3)
CYBR 330	Ethical Hacking (3)
CYBR 410	Intrusion Detection and Network Forensics (3)
CYBR 460	Cybersecurity Risk Assessment and Program Management (3)
CYBR 498	Cybersecurity Capstone (2)

Cybersecurity Concentrations (All Cybersecurity majors must select at least one concentration):
Security Architecture and Engineering Concentration (12 credit ours):

CYBR 250	Virtual Environments (3)
CYBR 350	Maintaining Virtual Environments (3)
CYBR 420	Emerging Threats and Defenses (3)
CYBR 450	Securing Virtual Environments (3)

Cybersecurity Minor Program Requirements (18 credit hours):

CYBR 105	Introduction to Technology (3)
CYBR 205	Computer Security Fundamentals (3)
CYBR 230	Foundations of Networking Technology (3)
CYBR 240	System Administration (3)
CYBR 320	Operating System Security (3)
CYBR 410	Intrusion Detection and Network Forensics (3)

Courses and Descriptions

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

CYBR 105 Introduction to Technology (3)

This course provides students with a broad overview of the components that make up modern information technology systems and their roles in system operation. Students will explore fundamental concepts in computing, including hardware, software, networking, storage systems, and system architectures. The course emphasizes a high-level understanding of how these components work together to form functional IT environments without diving into deep technical specifics. Through interactive lessons and hands-on exercises, students will gain a general familiarity with modern IT systems and how they support everyday digital interactions, preparing them for more advanced studies in the field of information technology.

CYBR 205 Cybersecurity Fundamentals (3)

In this course, students will explore practical and theoretical aspects of network and information security within various cybersecurity domains. Through a structured learning path, students will engage with topics ranging from foundational security concepts to advanced defense mechanisms. Practical labs and interactive simulations will equip students with the skills to identify vulnerabilities, implement security protocols, and manage emerging threats effectively. Emphasis is placed on hands-on learning, where students will both assess and mitigate real-world security challenges, preparing them for dynamic roles in cybersecurity. Prerequisites: CYBR 105 with a minimum grade of "C" or higher.

CYBR 210 Introduction to Operating Systems (3)

This course provides an overview of operating systems with an emphasis on widely used operating systems and how operating systems manage memory and file allocation. Prerequisites: CYBR 105 with a minimum grade of "C" or higher.

CYBR 230 Foundations of Network Technology (3)

This course introduces students to the basic principles network technology, including topologies, transmission media, wireless transmission, network access control, communication protocols, network architecture, LANs, and WANs, and the underlying principles of key network devices. Prerequisites: CYBR 105 with a minimum grade of "C" or higher.

CYBR 240 System Administration (3)

This course introduces students to the basic principles of network management. Students will gain hands-on experience with adding and removing user accounts, assigning or changing user access, managing network resources. Prerequisites: CYBR 105 with a minimum grade of "C" or higher.

CYBR 250 Virtual Environments (3)

This course examines how virtualization technology enables high-powered computers to run multiple operating systems in cloud environments. Upon completion of this course, students will have a working knowledge of many virtualization products by installing and using Type 1 and Type 2 hypervisors in a hands-on lab environment. Configuring compute resources, creating high-availability solutions, and using management software to administer multiple virtual machines will also be completed by students. Prerequisites: CYBR 105 and CSCI 105

CYBR 295 Special Topics (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

CYBR 310 Basics of Cryptographic Techniques and Protocols (3)
Students will explore symmetric and asymmetric encryption, cryptographic protocols, hash functions, and digital signatures. Through practical labs, students will identify key cryptographic elements, compare encryption algorithms, and address implementation issues such as key management. This course emphasizes the strengths, weaknesses, and practical uses of cryptography in securing data and communications. Prerequisite: CYBR 230.

CYBR 320 Operating System Security (3)
This course introduces students to essential concepts in system administration, including scripting, system automation, and operating system security. Students will learn how to write Bash scripts to automate administrative tasks, manage system performance, and implement secure backup and recovery solutions. Key topics include operating system installation and hardening, performing audits, reviewing security logs, and configuring storage and network settings. By the end of the course, students will be proficient in system administration techniques, security hardening, and disaster recovery procedures necessary for real-world IT environments. Prerequisite: CYBR 240

CYBR 330 Ethical Hacking (3)
This course introduces students to the penetration techniques necessary to ensure that a configured information system infrastructure will stand up to attacks likely to occur in the real world. Prerequisites: CYBR 205 and CYBR 230 with a minimum grade of "C" or higher.

CYBR 350 Maintaining Virtual Environments (3)
This course examines how to maintain virtualization technology in cloud environments. Upon completion of this course, students will have a working knowledge of many virtualization methodologies by installing and using Type 1 and Type 2 hypervisors in a hands-on lab environment. Configuring logging, monitoring, and alerting to maintain operational status is a focus of the course. Students will also optimize a cloud environment in addition, establish a troubleshooting methodology to resolve cloud-related issues. Prerequisites: CYBR 250.

CYBR 410 Intrusion Detection and Network Forensics (3)
This course will introduce students to the various methods used to detect external and internal intrusion of computer systems. The importance of setting up anomaly and misuse detection measures, host based, multi-host based and network-based monitoring strategies and techniques and types of responses will be covered. Various investigative tools will be presented. This course will involve hands-on experiences using intrusion detection software as well as packet and log analysis. Prerequisite: CYBR 205 and CYBR 230

CYBR 420 Emerging Threats and Defenses (3)
To be effective in the field of cybersecurity, and to be competitive candidates for cybersecurity positions, graduates of our cybersecurity program will need to be exposed and gain practical experience with varying kinds of new cybersecurity threats. The addition of this course is necessary for the Cybersecurity major. Prerequisites: CYBR-330 with a minimum grade of "C" or higher

CYBR 450 Securing Virtual Environments (3)
This course examines how to secure virtualization technology in cloud environments. Upon completion of this course, students will have a working knowledge of many virtualization methodologies by installing and using Type 1 and Type 2 hypervisors in a hands-on lab environment. Configuring identity and access management, securing networks and applying OS and application security controls will also be applied by students. Prerequisites: CYBR 250

CYBR 460 Cybersecurity Risk Assessment and Program Management (3)
This course provides students with practical experience in cybersecurity risk assessment and program management using industry standards such as NIST 800-53. Students will learn to evaluate and secure information systems by applying risk assessment

methodologies, developing security policies, and recommending mitigation strategies for identified risks. The course emphasizes real-world applications, including client-based assessments, the development of contingency plans, business continuity, incident response, and disaster recovery programs. Students will complete hands-on projects, focusing on the development and management of security programs that align with organizational goals and regulatory requirements. Prerequisite: Junior or Senior standing

CYBR 495 – Special Topics (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

CYBR 498 Cybersecurity Senior Capstone (2)
This course provides students with an opportunity to synthesize and apply the skills and knowledge acquired throughout the Cybersecurity program. This course challenges students to design, develop, and present a comprehensive cybersecurity project that demonstrates their expertise in key areas of the field. Through guided mentorship, students will produce a project portfolio to showcase to potential employers or present in professional settings. The capstone provides an opportunity to strengthen connections with industry professionals, refine problem-solving skills, and demonstrate real-world readiness in the cybersecurity domain. Prerequisites: Senior standing

ECONOMICS (ECON)

Program Description
The Economics minor is open to all majors of the College. Economics as a discipline employs a wide range of critical thinking skills in a way that lends order to events taking place at local, national, and global levels. A command of its principles thus provides those pursuing a wide range of diverse careers with an ability to describe and predict changes and trends in the pattern of public affairs. Please refer to the Business Administration section of this Catalog for requirements for the Economics minor.

Economics Minor Program Requirements (21 credit hours):
Program Description
The Economics minor is open to all majors of the College. Economics as a discipline employs a wide range of critical thinking skills in a way that lends order to events taking place at local, national, and global levels. A command of its principles thus provides those pursuing a wide range of diverse careers with an ability to describe and predict changes and trends in the pattern of public affairs.

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

Choose two:

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

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

ECON 201 Microeconomics (3)
An investigation of the principles of production, distribution, consumption, and price as they relate to the individual consumer or firm.

ECON 205 Macroeconomics (3)
Analysis of national economic policies: laissez-faire, Keynesian, and monetarist theories applied to the questions of inflation, unemployment, government spending and taxation, world trade and finance, the Federal Reserve, and monetary policy.

ECON 295 Special Topics in Economics (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

ECON 296 Readings in Economics (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

ECON 305 Money and Banking (3)
Role and uses of money, the flow of funds, concepts of the money supply, the Federal Reserve system, tools and effects of monetary policy, international monetary relations. Offered in alternate years. Prerequisites: ECON 201 and ECON 205.

ECON 310 Intermediate Microeconomics (3)
This course examines utility maximization, profit maximization, and price theory at levels consistent with articles published in scholarly journals. Concepts are investigated through application to concrete microeconomic issues. Prerequisite: ECON 201.

ECON 320 Intermediate Macroeconomics (3)
This course concentrates on the empirical evidence behind key macroeconomic relationships. Accordingly, significant attention will be paid to implications for monetary and fiscal policies. A review of constitutional and legislative constraints on policy will be undertaken as well. Prerequisites: BUS 212 and ECON 205.

ECON 355 Public Finance (3)
Economic aspects of government spending, taxation, and indebtedness; allocation of resources between public and private goods. Offered in alternate years. Prerequisites: ECON 201 and 205.

ECON 375 International Trade (3)
Economic and political aspects of world trade: free trade vs. protectionist policies, institutions affecting world trade, currency exchange rates, and world economic development. Offered in alternate years.

ECON 452 Investment Analysis (3)
Functioning of stock exchanges and other capital markets; financial analysis from the investor's point of view. Emphasis is on security analysis, valuation, investment timing, and portfolio theory. Offered in alternate years. Prerequisites: BUS 212, 350, and ECON 205.

ECON 495 Special Topics in Economics (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

ECON 496 Readings in Economics (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

EDUCATION (EDUC)

Program Description

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

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

Students admitted to the College who wish to be licensed as teachers must be admitted to the Teacher Education Program. At the time of application, students must have a 3.0 GPA for full admission to the program, but may be conditionally admitted with a 2.9 GPA. Further information regarding admission requirements can be obtained in the Teacher Education Office. Early and continuous monitoring of students helps assure success in completing the program in a timely manner. Students may not take courses identified as methods courses or methods practica until they have been admitted to the Teacher Education Program. Each applicant seeking teacher licensure is evaluated by the Teacher Education Council. The requirements for admission to the Teacher Education Program are available from the Teacher Education Office and will be distributed to each student during the EDUC 221 course. In the case of transfer students, the student should go to the Director of Education and obtain a copy of the admissions requirements.

Report on the Quality of Teacher Education:
As part of the Title II Higher Education Act, all colleges and universities with teacher preparation programs where students receive federal assistance under Title IV of that act must report assessment data on their teacher education-Program Completers. Program Completer refers to anyone who completes all requirements for any of the approved teacher education programs. Additional information on the program quality is available on the College website or by contacting the Director of Education.

The College offers the following majors leading to teacher licensure:

- Primary PK-5 (age 3 through grade 5)
- Middle Childhood (grades 4-9)
    - Two content areas selected from Mathematics, Reading/Language Arts, Science, and Social Studies
- Adolescent and Young Adult (grades 7-12)
    - Integrated Language Arts (valid for teaching Reading, English, Speech and Journalism)
    - Integrated Mathematics
    - Integrated Social Studies (valid for teaching History, Political Science, Geography, Psychology/Sociology, and Economics)
    - Life Science (valid for teaching Biology and the Life Sciences)
    - Life Science and Chemistry (valid for teaching the Life Sciences and Chemistry)
- Multi-Age
    - Intervention Specialist Mild-to-Moderate (K-12)
- Dual Licensure Options– must major in both of the programs listed below:
    - Primary PK-5 (age 3-grade 5) AND Intervention Specialist Mild-to-Moderate (K-12); OR
    - Middle Childhood (Grades 4-9) AND Intervention Specialist Mild-to-Moderate (K-12)

Due to the complexity of state licensure programs for majors leading to teaching licenses, all Education Major Program Requirements include Core and Licensure Courses. Education students are advised by faculty in their particular licensure/major area.

Primary PK-5 Major Requirements (94 credit hours):
Program Description
Candidates seeking Primary Licensure will be licensed to teach all subject areas from Pre-K to Grade 5. They must complete requirements as listed below.

EDUC 202 Instructional Technology (3)
EDUC 218 Social Studies Content for Elementary Level Learners (3)
EDUC 219 Science Content for Elementary Level Learners (3)
EDUC 221 Foundations of American Public Education (3)
EDUC 228 Educating the Exceptional Student (3)
EDUC 229 Educational Psychology (3)
EDUC 240 Family, School and Community Collaboration (3)
EDUC 242 Foundational Mathematics Content (3)
EDUC 244 Social Studies Content for Middle Level Learners (3)
EDUC 245 Science Content for Middle Level Learners (3)
EDUC 246 Foundations of Reading Instruction (3)
EDUC 307 Phonics and Word Study (3)
EDUC 318 Intermediate Mathematics Content (3)
EDUC 321 Literacy Content: Reading for Middle Level Learners (2)
EDUC 322 Literacy Content: Writing for Middle Level Learners (2)
EDUC 323 Advanced Mathematics Content (3)
EDUC 364 Lesson Planning and Instructional Strategies (3)
EDUC 365 Beginning Practicum (1)
EDUC 366 Math, Social Studies, and Science Methods for Elementary Level Learners (3)
EDUC 375 Intermediate Practicum (1)
EDUC 380 Assessment of Teaching and Learning (3)
EDUC 382 Instructional Environments, Behavior Management, and Social Emotional Learning (3)
EDUC 420 Standardized Assessment for Educators (3)
EDUC 435 Reading/Language Arts Methods for Elementary Level Learners (4)
EDUC 446 Reading Diagnosis and Remediation (2)
EDUC 475 Advanced Practicum (1)
EDUC 485 Capstone: Student Teaching (11)
EDUC 498 Capstone: Student Teaching Seminar (2)
ESCI 234 Community First Aid and CPR (1)
PSY 110 Introduction to Psychology (3)
PSY 220 Lifespan Development (3)
GEN 101 Jacket Journey: Discover (1)
GEN 201 Jacket Journey: Engage (1)
GEN 301 Jacket Journey: Formulate (1)
GEN 401 Jacket Journey: Initiate (1)

Middle Childhood Major Requirements (95-100 credit hours):

Program Description

Candidates seeking Middle Childhood Licensure will be licensed to teach grades 4-9 in two content specializations from: Reading/Language Arts, Mathematics, Science, and Social Studies. They must complete the Middle Childhood Core Requirements and courses as listed in the various licensure areas.

Middle Childhood Major Core (63 credit hours):

EDUC 202 Instructional Technology (3)
EDUC 221 Foundations of American Public Education (3)
EDUC 228 Educating the Exceptional Student (3)
EDUC 229 Educational Psychology (3)
EDUC 240 Family, School and Community Collaboration (3)
EDUC 246 Foundations of Reading Instruction (3)
EDUC 307 Phonics and Word Study (3)
EDUC 364 Lesson Planning and Instructional Strategies (3)

EDUC 365 Beginning Practicum (1)
EDUC 375 Intermediate Practicum (1)
EDUC 380 Assessment of Teaching and Learning (3)
EDUC 382 Instructional Environments, Behavior Management, and Social Emotional Learning (3)
EDUC 445 Integrated Reading/Language Arts Methods for Middle Level Learners (4)
EDUC 446 Reading Diagnosis and Remediation (2)
EDUC 475 Advanced Practicum (1)
EDUC 485 Capstone: Student Teaching (11)
EDUC 498 Capstone: Student Teaching Seminar (2)
ESCI 234 Community First Aid and CPR (1)
PSY 110 Introduction to Psychology (3)
PSY 220 Lifespan Development (3)
GEN 101 Jacket Journey: Discover (1)
GEN 201 Jacket Journey: Engage (1)
GEN 301 Jacket Journey: Formulate (1)
GEN 401 Jacket Journey: Initiate (1)

Middle Childhood majors must select two of the below content areas to choose from to complete licensure requirements.

Mathematics Licensure Requirements (19 credit hours):
EDUC 318 Intermediate Mathematics Content (3)
EDUC 323 Advanced Mathematics Content (3)
EDUC 442 Teaching Mathematics in Middle School (3)
MATH 114 Precalculus Mathematics (4)
In addition, choose 6 credits of MATH electives except for MATH 105 and 110.

Reading/Language Arts Licensure Requirements (14 credit hours):
EDUC 321 Literacy Content: Reading for Middle Level Learners (2)
EDUC 322 Literacy Content: Writing for Middle Level Learners (2)
EDUC 445 Integrated Reading/Language Arts Methods for Middle Level Learners (4)

Choose one:
ENGL 325 Postcolonial Literature (3)
ENGL 345 American Literature (3)
In addition, choose 3 credits of English except for ENGL 109, 125 and 225.

Science Licensure Requirements (18 credit hours):
CHEM 113 Chemistry Around Us (4)
EDUC 245 Science Content for Middle Level Learners (3)
EDUC 443 Teaching Science in Middle School (3)
NSCI 200 Earth in the Cosmos (4)

Choose one:
BIO 120 Principles of Biology I (4)
NSCI 201 Development of Life on Earth (4)

Social Studies Licensure Requirements (18 credit hours):
EDUC 244 Social Studies Content for Middle Level Learners (3)
EDUC 444 Teaching Social Studies in Middle School (3)
HIST 201 U.S. History to 1877 (3)
HIST 205 The 20th Century World (3)

HIST 207 Ages of Empires (3)
In addition, choose 3 credits of History.

Adolescent to Young Adult Major Requirements (95-115 credit hours):

Program Description

Candidates seeking Adolescent and Young Adult Licensure will be licensed to teach grades 7-12 in one content specialization from: Integrated Language Arts, Integrated Mathematics, Integrated Social Studies, Life Science or Life Science and Chemistry. They must complete the Adolescent and Young Adult Core Requirements and courses as listed in the various licensure areas.

Adolescent to Young Adult Major Core (54 credit hours):

EDUC 202 Instructional Technology (3)
EDUC 221 Foundations of American Public Education (3)
EDUC 222 Literacy Principles, Practices and Theories (3)
EDUC 228 Educating the Exceptional Student (3)
EDUC 229 Educational Psychology (3)
EDUC 240 Family, School and Community Collaboration (3)
EDUC 364 Lesson Planning and Instructional Strategies (3)
EDUC 365 Beginning Practicum (1)
EDUC 375 Intermediate Practicum (1)
EDUC 380 Assessment of Teaching and Learning (3)
EDUC 382 Instructional Environments, Behavior Management, and Social Emotional Learning (3)
EDUC 475 Advanced Practicum (1)
EDUC 485 Capstone: Student Teaching (11)
EDUC 498 Capstone: Student Teaching Seminar (2)
ESCI 234 Community First Aid and CPR (1)
PSY 110 Introduction to Psychology (3)
PSY 220 Lifespan Development (3)
GEN 101 Jacket Journey: Discover (1)
GEN 201 Jacket Journey: Engage (1)
GEN 301 Jacket Journey: Formulate (1)
GEN 401 Jacket Journey: Initiate (1)

Adolescent to Young Adult majors must select one of the below content areas to choose from to complete licensure requirements.

Integrated Language Arts Licensure Requirements (41 credit hours):

COMM 130 Introduction to Film (3)
COMM 250 Introduction to Rhetoric (3)
COMM 320 Media Literacy and Society (3)
EDUC 446 Reading Diagnosis and Remediation (2)
EDUC 455 Language Arts Methods: 7-12 (3)
ENGL 260 Language Structure (3)
ENGL 270 Creative Nonfiction (3)
ENGL 275 Creative Writing (3)
ENGL 280 Introduction to Language and Literary Criticism (3)
ENGL 325 Postcolonial Literature (3)
ENGL 335 Shakespeare (3)
ENGL 345 American Literature (3)
ENGL 355 British Literature (3)
ENGL 365 Disability Studies and Literature (3)

Integrated Mathematics Licensure Requirements (51 credit hours):

EDUC 323	Advanced Mathematics Content (3)
EDUC 452	Mathematics Methods: 7-12 (3)
MATH 113	Trigonometry (2)
MATH 115	Principles of Geometry (3)
MATH 201	Calculus I (4)
MATH 202	Calculus II (4)
MATH 203	Calculus III (4)
MATH 300	The History of Mathematics (3)
MATH 301	Linear Algebra (4)
MATH 305	Discrete Mathematical Structures (3)
MATH 315	Operations Research (3)
MATH 330	Probability (3)
MATH 402	Modern Abstract Algebra (4)
MATH 404	Modern Geometry (4)
MATH 420	Real Analysis (4)

Integrated Social Studies Licensure Requirements (48 credit hours):

ECON 201	Microeconomics (3)
ECON 205	Macroeconomics (3)
EDUC 454	Social Studies Methods: 7-12 (3)
GEOG 232	World Geography (3)
HIST 201	U.S. History to 1877 (3)
HIST 202	U.S. History from 1877 (3)
HIST 204	Europe: The Italian Renaissance to the Present (3)
HIST 205	The 20th Century World (3)
HIST 345	The Ohio Area (3)
HIST 400	Historical Methods and Public History (3)
POL 130	Introduction to United States Government (3)
REL 201	Approaches to Religion (3)
SOC 120	Life in Society (3)
SWK 235	Social Problems (3)

Choose one:

HIST 207	Ages of Empires (3)
HIST 315	Era of the American Civil War (3)
HIST/POL 336	History of the Constitution (3)

Choose one:

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

Life Science Licensure Requirements (50 credit hours):

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
BIO 250	Field Zoology (4)
BIO 270	Field Botany (4)
BIO 320	Ecology (4)
BIO 480	Genetics (4)
CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
EDUC 453	Science Methods: 7-12 (3)

MATH 114	Precalculus Mathematics (4)
NSCI 200	Earth in the Cosmos (4)
PHYS 210	General Physics I (4)
PSY 230	Behavioral Statistics (3)

Life Science and Chemistry Licensure Requirements (52 credit hours):

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
BIO 480	Genetics (4)
CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
CHEM 233/233L	Organic Chemistry I and Lab (4+1)
CHEM 234/234L	Organic Chemistry II and Lab (4+1)
CHEM 368	Biochemistry I (4)
EDUC 453	Science Methods: 7-12 (3)
MATH 114	Precalculus Mathematics (4)
NSCI 200	Earth in the Cosmos (4)
PHYS 210	General Physics I (4)
PSY 230	Behavioral Statistics (3)

Intervention Specialist: Mild to Moderate Major (89 credit hours):

Program Description

Candidates seeking Intervention Specialist Mild to Moderate Licensure will be licensed to teach in an Intervention setting in Kindergarten to Grade 12. They must complete the Intervention Specialist Core and Licensure Requirements as listed below.

EDUC 202	Instructional Technology (3)
EDUC 221	Foundations of American Public Education (3)
EDUC 228	Educating the Exceptional Student (3)
EDUC 229	Educational Psychology (3)
EDUC 240	Family, School and Community Collaboration (3)
EDUC 242	Foundational Mathematics Content (3)
EDUC 246	Foundations of Reading Instruction (3)
EDUC 282	Introduction to Students with Mild/Moderate Disabilities (3)
EDUC 305	Individualized Learning for Exceptional Students (3)
EDUC 307	Phonics and Word Study (3)
EDUC 318	Intermediate Mathematics Content (3)
EDUC 322	Literacy Content: Writing for Middle Level Learners (2)
EDUC 323	Advanced Mathematics Content (3)
EDUC 364	Lesson Planning and Instructional Strategies (3)
EDUC 365	Beginning Practicum (1)
EDUC 375	Intermediate Practicum (1)
EDUC 380	Assessment of Teaching and Learning (3)
EDUC 382	Instructional Environments, Behavior Management, and Social Emotional Learning (3)
EDUC 420	Standardized Assessment for Educators (3)
EDUC 446	Reading Diagnosis and Remediation (2)
EDUC 475	Advanced Practicum (1)
EDUC 485	Capstone: Student Teaching (11)
EDUC 498	Capstone: Student Teaching Seminar (2)
ESCI 234	Community First Aid and CPR (1)
PSY 110	Introduction to Psychology (3)
PSY 220	Lifespan Development (3)

GEN 101 Jacket Journey: Discover (1)
GEN 201 Jacket Journey: Engage (1)
GEN 301 Jacket Journey: Formulate (1)
GEN 401 Jacket Journey: Initiate (1)

Choose one:
EDUC 435 Reading/Language Arts Methods for Elementary Level Learners (4)
EDUC 445 Integrated Reading/Language Arts Methods for Middle Level Learners (4)

Choose one:
EDUC 218 Social Studies Content for Elementary Level Learners (3)
EDUC 244 Social Studies Content for Middle Level Learners (3)

Choose one:
EDUC 219 Science Content for Elementary Level Learners (3)
EDUC 245 Science Content for Middle Level Learners (3)

To ensure your success in this major, the following General Education courses are required:
Creative and Expressive Arts: *Student choice*
Historical, Political and Multicultural Perspectives: *Student choice*
Quantitative Reasoning: *Student choice*
Scientific Knowledge: *Student choice*
Social and Behavioral Sciences: *PSY 110 Introduction to Psychology (3)*

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

EDUC 202 Instructional Technology (3)
This course is designed to provide experiences to teacher candidates in the use of technology in teaching and learning. Data collection, software selection, production and application of technologies in lesson plans for use in classrooms will be studied. In this course, students will explore critical issues surrounding the use of technology in educational settings. Students will also cultivate skills in the use of technological advances relevant to current and future educational and professional experiences. This course will be required of all license seeking students Pre-K to Young Adult. Students may register for no more than two of the following courses in a given semester: EDUC 202, 221, 228 and 229.

EDUC 218 Social Studies Content for Elementary Level Learners (3)
Using the Ohio Learning Standards in Social Studies as the foundation, education majors will learn about the content and central concepts that are needed for teaching primary and elementary level students. Topics of study include, but are not limited to the five themes of social studies.

EDUC 219 Science Content for Elementary Level Learners (3)
Using the Ohio Learning Standards in Science as the foundation, education majors will learn about the content and central concepts that are needed for teaching primary and elementary level students. Topics of study include, but are not limited to, earth, life and physical science.

EDUC 221 Foundations of American Public Education (3)

Provides a historical, philosophical, legal, and social overview of education examined through the lens of socio-cultural diversity and democratic principles. Students will examine how schools are organized, administered and financed. In addition, students will explore the professional skills, competencies and dispositions necessary to provide an effective and meaningful democratic education to a diverse student body. This course emphasizes the research and study of these principles as they relate to modern trends and issues in PreK-12 educational environments. Students may register for no more than two of the following courses in a given semester: EDUC 202, 221, 228 and 229.

EDUC 222 Literacy Principles, Practices and Theories (3)
Grounded in current research on literacy acquisition and the science of reading research, this course emphasizes the principles of explicit and systematic instruction essential for effective literacy teaching. The course focuses extensively on content literacy for diverse learners, exploring evidence-based assessment strategies and instructional interventions specifically designed to support English language learners and students with dyslexia. Throughout the course, current federal and state legislation, including the Ohio Learning Standards, serve as integral frameworks guiding instructional decision-making.

EDUC 223 HPE/Expressive Arts Practicum (1)
Students will spend five weeks (40 hours total) in a K-3 physical education, art and music settings for a total of 15 weeks. During the fifth week in each placement students will design and implement one lesson. Best practices will be incorporated when designing and implementing lessons. Abbreviated lesson plan will be utilized. Will be taken concurrently with EDUC 235 and EDUC 238 (Graded Pass/Fail).

EDUC 228 Educating the Exceptional Student (3)
A study of the characteristics of children with disabilities including those who are at risk, those with developmental variations and those with specialized abilities (gifted) will be addressed. The related services and adaptive technologies for children with exceptionalities as well as the impact of family, cultural, racial, and ethnic diversity on learning is explored, as well as coverage of Response to Intervention and Universal Design. The course also addresses the history, law, and philosophy of special education as it relates to services for children with disabilities and the role of the classroom teacher in the process. Students may register for no more than two of the following courses in a given semester: EDUC 202, 221, 228 and 229.

EDUC 229 Educational Psychology (3)
The course gives teacher education majors the opportunity to learn about developmental stages of children, the study of theories and principles of learning and ways these theories impact learning and teaching. Theories of motivation, impact of learner diversity (ethnic, socioeconomic and cultural) learning style variations, multiple intelligences, brain hemisphericity, physically challenging conditions, and cognitive styles are all addressed as ways that classroom practice is influenced and changed. Students may register for no more than two of the following courses in a given semester: EDUC 202, 221, 228 and 229.

EDUC 230 Principles of Primary PK-5 Education (3)
The study of the nature, history, philosophy and organization of Primary PK-5 programs including the characteristics of effective teachers of young children and the ethical principles they uphold. Introduction to the concepts of developmentally appropriate practices and teaching approaches that support learning and the developmental needs of children ages three through eight.

EDUC 231 Curriculum and Practices of Primary PK-5 Including Emergent Literacy (3)
A study of the guidelines of developmentally appropriate curriculum to meet the needs of all learners including the culturally diverse, at risk and exceptional learners (including gifted) and consideration of the context of the children including multicultural perspectives, socioeconomic status, home language, and home cultural practices as part of curriculum development.

EDUC 235 Expressive Arts (2)
A study of the young child's artistic, symbolic, and aesthetic development in art, music, and movement. Students will experience, critique, and develop appropriate expressive art experiences. Techniques for adapting materials and activities for special needs learners will also be explored.

EDUC 238 Health and Physical Education for the Classroom Teacher (2)

The course is designed for the Primary PK-5 Education teacher (Pre K-3). It will provide an understanding of the importance of health and physical education for youngsters of this age. The students will develop learning goals and instructional plans within both areas along with exploring school laws topics and current issues.

EDUC 240 Family, School, and Community Collaboration (3)
The focus of this course is the understanding of the family and community as partners with the schools in the education of all students. In addition, candidates will learn about the Ohio Standards for the Teaching Profession.

EDUC 242 Foundational Mathematics Content (3)
Using the Ohio Learning Standards in Mathematics as the foundation, education majors will learn about the content and central concepts that are needed for teaching primary and elementary-level students. Topics of study include, but are not limited to, numbers and operations, algebraic thinking, measurement and data, and geometry.

EDUC 244 Social Studies Content for Middle Level Learners (3)
Using the Ohio Learning Standards in Social Studies as the foundation, education majors will learn about the content and central concepts that are needed for teaching middle level students. Topics of study include, but are not limited to, history, geography, government, and Ohio History.

EDUC 245 Science Content for Middle Level Learners (3)
Using the Ohio Learning Standards in Science as the foundation, education majors will learn about the content and central concepts that are needed for teaching middle level students. Topics of study include, but are not limited to, earth and space, and physical and life sciences.

EDUC 246 Foundations of Reading Instruction (3)
Grounded in current research on literacy acquisition and the science of reading, this course emphasizes the foundational principles of evidence-based reading instruction essential for teaching phonics, phonemic awareness, vocabulary, fluency, writing and spelling. Throughout the course, literacy research, current federal and state legislation and the Ohio Learning Standards serve as integral frameworks guiding understanding of research-to-practice applications in literacy instruction.

EDUC 282 Introduction to Students with Mild/Moderate Disabilities (3)
The course gives teacher education majors the opportunity to learn about the academic and behavioral characteristics of students with mild and moderate disabilities. Pre-candidates will also learn about the IEP process, collaborative practices, and specialized technology and resources.

EDUC 295 Special Topics in Education (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

EDUC 296 Readings in Education (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

EDUC 305 Individualized Learning for Exceptional Students (3)
Students will learn how to use assessment data to select accommodations and modifications that allow students with exceptionalities to have access to the general education curriculum and that address the social, emotional, and academic needs of the learners. Special attention will be paid to the development of skills necessary to communicate learners' needs to other stakeholders. Admission to the Teacher Education Program required.

EDUC 307 Phonics and Word Study (3)

This course, grounded in current research on phonological processing and the science of reading, emphasizes the principles of explicit and systematic phonics instruction essential for effective word-level literacy teaching. The course focuses extensively on phonemic awareness, grapheme-phoneme correspondences, morphological analysis, vocabulary and fluency for diverse learners, exploring evidence-based assessment strategies and instructional interventions specifically designed to support English language learners and students with dyslexia. Throughout the course, current federal and state legislation, including the Ohio Learning Standards, serve as integral frameworks guiding instructional decision-making.

EDUC 317 Mathematics Content for Elementary Level Learners (3)
Using the Ohio Learning Standards in Mathematics as the foundation, education majors will learn about the content and central concepts that are needed for teaching primary and elementary level students. Topics of study include, but are not limited to, numbers, measurement, geometry, patterns, algebra, data and probability.

EDUC 318 Intermediate Mathematics Content (3)
Using the Ohio Learning Standards in Mathematics as the foundation, education majors will learn about the content and central concepts that are needed for teaching middle-level students. Topics of study include but are not limited to, ratio and proportional relationships, fractions and decimals, positive and negative integers, whole numbers, fractions and decimals, expressions and equations, and geometry and measurement.

EDUC 320 Mathematics Content for Middle Level Learners (3)
Using the Ohio Learning Standards in Mathematics as the foundation, education majors will learn about the content and central concepts that are needed for teaching middle level students. Topics of study include, but are not limited to, ratios and proportional relationships, number system, expressions and equations, functions, geometry, data, and statistics and probability.

EDUC 321 Literacy Content: Reading for Middle Level Learners (2)
Using the Ohio Learning Standards in English Language Arts as the foundation, education majors will learn about the content and central concepts that are needed for teaching middle level students. Topics of study include, but are not limited to, literature and informational texts, and speaking and listening.

EDUC 322 Literacy Content: Writing for Middle Level Learners (2)
Using the Ohio Learning Standards in English Language Arts as the foundation, education majors will learn about the content and central concepts that are needed for teaching middle level students. Topics of study include, but are not limited to, writing and language, and speaking and listening.

EDUC 323 Advanced Mathematics Content (3)
Using the Ohio Learning Standards in Mathematics as the foundation, education majors will learn about the content and central concepts that are needed for teaching middle-level students. This course is a required course for middle school and AYA mathematics major students. The topics of study include, but are not limited to, ratio and proportional relationships, number systems, expressions, equations and inequalities, functions, geometry and transformations, and statistics and probability.

EDUC 364 Lesson Planning and Instructional Strategies (3)
This course is designed to provide candidates, in the teacher education program, with opportunities to engage in instructional planning and preparing for implementation while exploring evidence-based teaching strategies. Candidates will also begin to build a framework for both classroom and behavior management. Admission to the Teacher Education Program required.

EDUC 365 Beginning Practicum (1)
Teacher education candidates will spend 45 hours immersed in a classroom learning from a master teacher. Candidates will plan, implement, evaluate and reflect on lessons aligned with Ohio Learning Standards. They will learn about the school's philosophy, curriculum and assessment system, student and staff diversity, human and physical resources and school and classroom management procedures. Admission to the Teacher Education Program required. Graded Pass/Fail.

EDUC 366 Math, Social Studies, and Science Methods for Elementary Level Learners (3)

The Ohio Learning Standards in Math, Social Studies and Science are used to organize the instruction in the course. The course emphasizes scientifically-based strategies in the teaching of the content areas. Also included are comprehensive, creative approaches and specific techniques with the incorporation of the performing arts and visual arts.

EDUC 375 Intermediate Practicum (1)
Teacher education candidates will spend 45 hours immersed in a classroom learning from a master teacher. Candidates will plan, implement, evaluate and reflect on lessons aligned with Ohio Learning Standards. They will learn about the school's philosophy, curriculum and assessment system, student and staff diversity, human and physical resources and school and classroom management procedures. Admission to the Teacher Education Program required. Graded Pass/Fail.

EDUC 380 Assessment of Teaching and Learning (3)
Students will examine the role of assessment in teaching and learning and best practices for using assessment to inform teaching practices. Students will examine in depth formative, summative, performance-based and non-cognitive forms of assessment and how to create alignment between learning objectives and those assessments. Admission to the Teacher Education Program required.

EDUC 382 Instructional Environments, Behavior Management, and Social Emotional Learning (3)
Students will deepen their understanding of classroom management, individual behavior management, and social emotional learning. Topics of focus include Positive Behavior Intervention and Supports (PBIS), social-emotional learning, culturally responsive and trauma-informed strategies to prevent and respond to unwanted behavior, data collection systems, and functional behavior assessment (FBA).

EDUC 397 Field Experience (3)
Field experience affords students an opportunity to engage in non-traditional classroom setting learning under the supervision of a qualified person. Students are expected to analyze critically the situation and to evaluate the experience in light of their course work and career plans. Students must make arrangements with a faculty supervisor prior to enrolling. Graded Pass/Fail.

EDUC 399 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

EDUC 420 Standardized Assessment for Educators (3)
Assessment selection, data analysis, and interpretation of standardized assessment results for parents and professionals will be covered. Principles and concepts of standardized assessment for evaluation team reports, individual education programs, and individual family service plans will be explored.

EDUC 435 Reading/Language Arts Methods for Elementary Level Learners (4)
Grounded in current research on literacy acquisition and the science of reading, this course emphasizes the principles of explicit and systematic instruction essential for effective elementary literacy teaching across all language domains. The course focuses extensively on evidence-based methods for teaching phonics, vocabulary, fluency, comprehension, writing, speaking, listening, grammar, and spelling for diverse learners. Throughout the course, current federal and state legislation, including the Ohio Learning Standards for English Language Arts, serve as integral frameworks guiding instructional decision-making. Admission to the Teacher Education Program required.

EDUC 442 Teaching Mathematics in Middle School (3)
Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation for mathematics in grades 4-9. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning Standards, NCTM Standards, and edTPA. When taken for Middle or Primary PK-5 Generalist Endorsements, practicum hours will be embedded in the course. Admission to the Teacher Education Program required.

EDUC 443 Teaching Science in Middle School (3)

Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation for science in grades 4-9. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning Standards, NSTA Standards, and edTPA. When taken for Middle or Primary PK-5 Generalist Endorsements, practicum hours will be embedded in the course. Admission to the Teacher Education Program required.

EDUC 444 Teaching Social Studies in Middle School (3)
Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation for Social Studies in grades 4-9. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning Standards, NCSS Standards, and edTPA. When taken for Middle or Primary PK-5 Generalist Endorsements, practicum hours will be embedded in the course. Admission to the Teacher Education Program required.

EDUC 445 Integrated Reading/Language Arts Methods for Middle Level Learners (4)
Grounded in current research on adolescent literacy development and the science of reading, this course emphasizes the principles of explicit and systematic instruction essential for effective middle-level literacy teaching across all language domains. The course focuses extensively on evidence-based methods for integrating reading, writing, speaking, listening, grammar, and spelling instruction for diverse adolescent learners, exploring scientifically-based strategies that support communication skills development and disciplinary literacy across content areas. Throughout the course, current federal and state legislation, including the Ohio Learning Standards for English Language Arts, serve as integral frameworks guiding instructional decision-making for middle-level learners. Admission to the Teacher Education Program required.

EDUC 446 Reading Diagnosis and Remediation (2)
This course, grounded in current research on literacy assessment and the science of reading, emphasizes evidence-based diagnostic procedures essential for identifying learners' reading strengths and instructional needs. The content focuses extensively on selecting, administering, and interpreting diagnostic assessments for diverse learners, exploring systematic approaches to translating assessment data into targeted instructional interventions specifically designed to support developing readers, English language learners, and students with dyslexia. Throughout the course, current federal and state legislation, including the Ohio Learning Standards and IDEA requirements, serve as integral frameworks guiding diagnostic decision-making and remedial planning.

EDUC 452 Mathematics Methods: 7-12 (3)
Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation in mathematics in grades 7-12. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning Standards, NCTM Standards and edTPA. Admission to the Teacher Education Program required.

EDUC 453 Science Methods: 7-12 (3)
Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation in science in grades 7-12. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning Standards, NSTA Standards and edTPA. Admission to the Teacher Education Program required.

EDUC 454 Social Studies Methods: 7-12 (3)
Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation in social studies in grades 7-12. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning Standards, NCSS Standards and edTPA. Admission to the Teacher Education Program required.

EDUC 455 Language Arts Methods: 7-12 (3)
Grounded in current research on literacy development and the science of reading, this course emphasizes the principles of explicit and systematic instruction essential for effective literacy teaching across all language domains and content areas. The course focuses extensively on evidence-based methods for instructional planning and the integration of the language arts for diverse learners in grades 7-12. Throughout the course, current federal and state legislation, including the Ohio Learning Standards for English Language Arts, serve as integral frameworks guiding instructional decision-making. Admission to the Teacher Education Program required.

EDUC 475 Advanced Practicum (1)

Teacher education candidates will spend 45 hours immersed in a classroom learning from a master teacher. Candidates will plan, implement, evaluate and reflect on lessons aligned with Ohio Learning Standards. They will learn about the school's philosophy, curriculum and assessment system, student and staff diversity, human and physical resources and school and classroom management procedures. Admission to the Teacher Education Program required. Graded Pass/Fail. Prerequisite: EDUC 375.

EDUC 485 Capstone: Student Teaching (11)
An intensive, 15-week, full day teaching experience. Candidates will work in partnership with a master teacher(s) to practice the art and craft of teaching and develop skills of planning and facilitating learning that are transferable to multiple contexts. The candidates must take leadership in the classroom for 4-6 weeks and must meet additional requirements for student teaching as described in the Teacher Education Handbook. Prerequisite EDUC 475. Corequisite EDUC 498. Admission to the Teacher Education Program required. Graded Pass/Fail.

EDUC 491 Internship (1-6)
An on-the-job learning experience related to the field of study. An internship is cooperatively supervised by a college faculty member and a qualified person in the field where the student is working. Each internship will culminate with a successful written and oral presentation (capstone experience) to the faculty of the Education Department. Graded Pass/Fail.

EDUC 495 Special Topics in Education (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

EDUC 496 Readings in Education (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

EDUC 498 Capstone: Student Teaching Seminar (2)
A weekly seminar designed to support the activities of the student teachers during student teaching. Student teachers meet each week with their college supervisors and then participate in whole group activities including but not limited to teacher/principal panels, instruction in journaling, using the Ohio Teacher Standards for self-assessment, and making application for licensure. Corequisite: EDUC 485.

ENGINEERING

Program Description
Defiance College offers a dual degree program with the University of North Dakota in Mechanical, Electrical and Civil Engineering. While at Defiance College, students major in math, earning a Bachelor of Science in Math. Study at the University of North Dakota is 100% online with the exception of lab work for the civil engineering degree in two, short summer terms. Students pay their tuition as stated in the Catalog to Defiance College as part of this agreement; Defiance College pays UND for courses out of this tuition.

Students wishing to earn a dual degree need to do the following:

1. Fill out Declaration of Major form at DC indicating Dual Degree Engineering as major. Students at Defiance College major in Math.

2. Apply to the University of North Dakota (UND) the semester prior to beginning coursework. An application fee is required by UND. Under Student Type, please select Rize-Dual Degree Program Track.

3. Upon acceptance into UND, Defiance College will assign an advisor to ensure advising of both programs.

4. Students must maintain a 2.0 CGPA while enrolled at UND.

5. Each institution is responsible for all policies and procedures governing their courses and the student experience. This includes all state and federal requirements.

Math Major Program Requirements for degree from Defiance College (see MATH)

Engineering Major Program Requirements for degree from University of North Dakota plans of study are available on myDC, on the Defiance College website and the University of North Dakota website.

ENGLISH (ENGL)

Program Description

The study of English prepares students for professions that require creative and critical thinking, clear writing, in-depth research, close reading, and analysis. English majors learn how to interpret challenging texts, explore ambiguity and nuance, examine the power and possibilities of language, form insightful questions, and solve problems. The courses are rhetorically-informed, literature-infused, and writing-intensive. The English major offers a flexible plan of study, which makes it an ideal second major, especially for those students interested in education, law, or medicine.

English Major Program Requirements

All major program requirements include Core and Cognate courses.

English Major Core (39 credit hours):

ENGL 220 Great Books I (3)
ENGL 260 Language Structure (3)
ENGL 280 Introduction to Language and Literary Criticism (3)
ENGL 498 Capstone: Literary and Cultural Theory (3)

Select a minimum of 9 credits of literature courses:

ENGL 222 Great Books II (3)
ENGL 296 Readings in English (1-3)
ENGL 325 Postcolonial Literature (3)
ENGL 335 Shakespeare (3)
ENGL 345 American Literature (3)
ENGL 355 British Literature (3)
ENGL 365 Major Author Studies (3)
ENGL 395 Special Topics in English (1-3)
ENGL 415 Literature, Race, and Gender
ENGL 425 Modern and Contemporary Literature (3)
ENGL 435 The Graphic Novel (3)
ENGL 445 Young Adult Literature (3)
ENGL 496 Readings in English (1-3)

Select a minimum of 9 credits of writing courses:

ENGL 185 Media Writing (3)
ENGL 270 Creative Nonfiction (3)
ENGL 275 Creative Writing (3)
ENGL 495 Special Topics in Writing Studies (1-3)

Select 6 additional credits in courses at the 300- or 400-level.

English Major Cognates (3 credit hours):

COMM 130 Introduction to Film (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *COMM 130 Introduction to Film (3)*
Historical, Political and Multicultural Perspectives: *Student choice*
Quantitative Reasoning: *Student choice*

Scientific Knowledge: *Student choice*
Social and Behavioral Sciences: *Student choice*

English Minor Program Requirements (18 credit hours):
Program Description
The minor in English offers a flexible program of literature and writing courses designed to strengthen the skills sought by employers and graduate schools: critical and creative thinking, oral and written communication, and ethical judgment and decision-making. The study of literature and language helps students deepen their empathy through exploration of essential human questions. In addition, students can tailor the minor to align with their personal interests and/or professional goals, making it an ideal supplement for any major.

6 credits at the 200-level (not including ENGL 225 or ENGL 250)
6 credits at the 300-level (not including ENGL 398)
6 credits at the 400-level

Writing Minor Program Requirements (19 credit hours):
Program Description
The Writing Minor is designed to provide students from all majors with concentrated study of—and practice in—a wide range of writing genres. Students will engage in diverse writing experiences, which can help students become successful and productive writers no matter what type of career they follow.

ENGL 398	Writing Portfolio (1)

Select 18 additional credits from:

BUS 228	Business Communications (3)
COMM 250	Introduction to Rhetoric (3)
COMM 380	Rhetorical Criticism (3)
EDUC 322	Literacy Content: Writing for Middle Level Learners (2)
ENGL 185	Media Writing (3)
ENGL 250	Writing Consultant Training (1), plus one semester of peer tutoring experience. May be repeated.
ENGL 260	Language Structure (3)
ENGL 270	Creative Nonfiction (3)
ENGL 275	Creative Writing (3)
ENGL 495	Special Topics in Writing Studies (1-3) – may be repeated as long as the topic changes.

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

ENGL 109 Writing Workshop (3)
Writing Workshop focuses intensively on college-preparation skills in reading, expository writing, and analytical thinking. Attention is given to development of reading comprehension and analysis of written texts as well as drafting, revising, and proofreading paragraphs and short essays. Required for those who are placed in it.

ENGL 125 Composition I (3)
This is a writing class that engages students in the study of a core curriculum theme while focusing on the writing, reading, and thinking skills needed for college-level written communication. Writing is taught as a self-reflective process that involves the development of analysis, synthesis, audience awareness, paraphrase, and summary skills. The self-reflective process integrates these

skills into the drafting, revising, and editing of expository, critique, and argument essays focused on the thematic content and attending to various writing situations and audiences. ENGL 109 is a prerequisite for those placed in 109.

ENGL 185 Media Writing (3)
An introduction to the process of writing for the media. Students will learn to report, write, and edit stories for print and social media. This course may be repeated.

ENGL 220 Great Books I (3)
Great Books I involves the study of literature read in English, from the ancient world to 1700, covering a wide range of ethnic and national voices, genres, traditions, and theories of cultural production.

ENGL 222 Great Books II (3)
Great Books II involves the study of literature read in English, from 1700 to the present, covering a wide range of ethnic and national voices, genres, traditions, and theories of cultural production.

ENGL 225 Composition II (3)
Composition II is a continuation of college-level writing instruction with an emphasis on literary and textual study with attention focused on various forms of fiction, nonfiction, drama, and poetry, culminating in a multimodal project. Prerequisite: ENGL 125.

ENGL 250 Writing Consultant Training (1)
This course is designed to help the student develop into a more effective peer writing consultant. Focus will be on theory, methods, and strategies of writing consultation. The participants will receive additional training as peer tutors by observing, analyzing, and reflecting on tutoring sessions and on the tutoring process. This course requires additional hours as a writing consultant in the Learning Studio. Graded Pass/Fail. May be repeated. Prerequisite: ENGL 225. Co-requisite: appointment as a writing consultant.

ENGL 260 Language Structure (3)
A study of theories that explore the nature of language. The areas studied include models of syntax, grammar, morphology, and phonology, with emphasis on form, function, and those relationships that can be explained through transformational and structural approaches. Offered in alternate years.

ENGL 270 Creative Nonfiction (3)
A writing-intensive course that explores the growing possibilities and opportunities of genres outside of academic essay writing including creative nonfiction, memoir writing, travel writing, or food writing. Included are audience profiles, visual and writing composing processes, formal and informal research processes, and techniques of proofreading and documentation. Students will read and critique a variety of published works. Offered in alternate years. Prerequisite: ENGL 125.

ENGL 275 Creative Writing (3)
This course is designed to develop both the imaginative and technical resources of those students interested in creative writing. The course includes writing in two of the following genres: poetry, short stories, and/or drama, as well as critiquing peer and professional writers' works. Prerequisite: ENGL 125.

ENGL 280 Introduction to Language and Literary Criticism (3)
An overview of topics related to the study of language and literary criticism. Emphasis is on the social elements of language and criticism, including topics in sociolinguistics and developments in literary criticism as they relate to class, ethnicity, and gender. Offered in alternate years.

ENGL 295 Special Topics in English (1-3)
Selected topics that focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

ENGL 296 Readings in English (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

ENGL 325 Postcolonial Literature (3)
A study of texts created in response to colonization, emphasizing the indigenous writing of Africa, Asia, Ireland, and/or the Americas. The course includes representative colonial texts where appropriate. Offered in fall of alternate years. Open to non-majors with the understanding of junior-level major expectations. Prerequisites: ENGL 125.

ENGL 335 Shakespeare (3)
A study of representative plays of Shakespeare, including Comedy, Tragedy, History, and Romance. The course includes close reading and a study of critical responses to the plays and their social context. Attention is also paid to the element of performance, especially as it relates to critical interpretation. Offered in alternate years. Prerequisite: ENGL 125. Open to non-majors with the understanding of junior-level major expectations.

ENGL 345 American Literature (3)
A study of selected American literature. Representative texts are chosen to illustrate distinctive elements of genre and literary movements. Special attention is paid to the expanding canon of women and ethnic writers and to social and historical contexts. Offered in alternate years. Prerequisite: ENGL 125. Open to non-majors with the understanding of junior-level major expectations.

ENGL 355 British Literature (3)
A study of selected texts in British literature. A major concern is the canon, how it is defined, how it operates discursively, and how it has been undermined by postcolonial and feminist writers, among others. Each text is examined in its particular social and historical context. Offered in alternate years. Prerequisite: ENGL 125. Open to non-majors with the understanding of junior-level major expectations.

ENGL 365 Major Author Studies (3)
Major Author Studies implements exploration of a major author as a vehicle for emphasizing intensive analysis, scholarship, and literary criticism focused on the oeuvre of one specific writer. Prerequisite: ENGL 280 and Junior Standing.

ENGL 395 Special Topics in English (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

ENGL 398 Writing Portfolio (1)
This course will focus on the construction of an online portfolio of the student's original writing, which may be creative, academic, technical, or pre-professional in nature. Restricted to students in the Writing Minor who have successfully completed 12 credits of the minor.

ENGL 415 Literature, Race, and Gender (3)
This course explores a variety of literary genres that focus on race, gender, and sexuality, with a special emphasis on historically underrepresented or marginalized people.

ENGL 425 Modern and Contemporary Literature (3)
A study of significant writers and texts of the twentieth century, including but not limited to American, British, and Commonwealth writers. When possible, emphasis will be placed on the relationship between literature and the other arts as well as on developments in cultural and intellectual history. Offered in alternate years. Prerequisites: Two ENGL courses numbered above 199 and junior standing.

ENGL 435 The Graphic Novel (3)

The study of comics and graphic novels. The course will explore the history of sequential art from early newspaper comic strips to contemporary graphic novels. Emphasizes the verbal and visual rhetoric of the genre.

ENGL 445 Young Adult Literature (3)
The study of the growing field of literature for the young adult. Includes critical study and evaluation of the history of the genre, examination of the themes found in the literature. An emphasis is placed on contemporary books, especially those that are taught in schools.

ENGL 495 Special Topics in Writing Studies (1-3)
Selected topics that focus on current literature of special interests to the instructors or class members. Course may be repeated as long as the topic changes.

ENGL 496 Readings in English (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

ENGL 498 Capstone: Literary and Cultural Theory (3)
Capstone: Literary and Cultural Theory is a capstone project for graduating seniors that focuses on significant figures, movements and/or issues with special attention to methods and materials of scholarship. Prerequisites: ENGL 280 and senior standing.

ENGL 499 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

ENVIRONMENTAL SCIENCE (ENV)

Program Description
Environmental Science is an interdisciplinary field that integrates physical, biological and information sciences to the study of the environment, and the solution of environmental problems. Environmental Science majors understand the interconnectedness of all life within ecosystems and between ecosystems. Emphasis is given in courses on how science serves society and the important role that scientists have in monitoring the delicate balance between humans and the environment.

Environmental Science Major Program Requirements (58 credit hours)
All major program requirements include Core and Cognate courses.

Environmental Science Major Core (38 credit hours):

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
BIO 222	Environmental Science (4)
BIO 320	Ecology (4)
BIO 358	Microbiology (4)
BIO 420	Restoration Ecology I (4)
NSCI 250	Environmental Health and Toxicology (3)
NSCI 310	Geographic Information Systems (4)
NSCI 380	Global Sustainability (3)
PHYS 202	Introduction to Geology (4)

Environmental Science Major Cognates (20 credit hours):

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

MATH 114	Precalculus Mathematics (4)
NSCI 378	Research Methods (2)
NSCI 498	Senior Capstone Project (3)
PSY 230	Behavioral Statistics (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *MATH 114 Precalculus Mathematics (4)*

Scientific Knowledge: *BIO 120 Principles of Biology I (4)*

Social and Behavioral Sciences: *Student choice*

EXERCISE SCIENCE (ESCI)

Program Description

The Exercise Science major, with five specialized concentration areas, prepares students for professional practice and graduate student in health-related fields, strength and conditioning, and sport programming. Concentration areas include: Strength and Conditioning; Pre-Athletic Training; Pre-Occupational Therapy; Pre-Physical Therapy; and Pre-Health Sciences.
A required experiential learning capstone provides students the opportunity to apply knowledge, skills, and abilities (KSAs) acquired in coursework to real-world professional settings and target populations.

The ESCI core sequenced courses (ESCI 280, 380, 440, and 480) establish foundational competencies aligned with standards promoted by the National Strength and Conditioning Association (NSCA). The Exercise Science program is recognized by the NSCA as a preparatory program for the Certified Strength and Conditioning Specialist® (CSCS®) certification.

Students must meet minimum entrance requirements for all Exercise Science concentrations, must obtain a 3.0 high school GPA. Students are regularly monitored and should maintain a 2.7 GPA within the major to remain in good standing.

Strength & Conditioning Concentration Description

The Strength & Conditioning Concentration provides focused preparation in athletic performance, resistance training, and evidence-based program design. Students develop applied competencies in biomechanics, exercise physiology, performance testing, and strength and conditioning methodologies through progressive laboratory and field-based experiences.

The curriculum is structured to align with professional standards established by the National Strength and Conditioning Association (NSCA) and competencies outlined by the Council on Accreditation of Strength and Conditioning Education (CASCE). Graduates are academically prepared to sit for the Certified Strength and Conditioning Specialist® (CSCS®) examination upon completion of degree requirements.

Program Admission Policies and Procedures

Students who declare the Strength & Conditioning Concentration upon entry into the Exercise Science major must apply for formal admission to the professional phase of the program. Admission to the professional phase is required prior to enrollment in supervised field experiences, including ESCI 297, ESCI 397, and ESCI 491.
Applications to advance to the professional phase should be submitted during the fall semester of the sophomore year to ensure appropriate sequencing of advanced coursework and field experiences. Transfer students must meet with the Exercise Science Program Director to determine an appropriate timeline for application.
Admission to the professional phase is based on academic performance, professional readiness, and demonstrated commitment to the field of strength and conditioning.
Criteria for Advancement to the Professional Phase:
Students must meet the following requirements:

1. Completion of foundational Exercise Science coursework.
2. Minimum cumulative GPA of 2.75.

3. Minimum GPA of 3.0 in required Exercise Science major courses, or permission of the Exercise Science Program Director.
4. Submission of a formal written application.
5. Submission of a professional statement outlining career goals, professional motivations, and commitment to ethical practice and athlete safety.
6. Participation in an interview with Exercise Science faculty.
7. Submission of a current resume.

Admission decisions are made by the Exercise Science faculty.
Students who do not meet advancement criteria may reapply the following academic year after completing appropriate academic remediation. Students may also elect to change their concentration or major in consultation with their academic advisor.

Exercise Science Major Program Requirements (80 to 95 credit hours)
All major program requirements include Core and Cognate courses.

Exercise Science Major Core (53 credit hours):

ESCI 100	Introduction to Allied Health Professions (3)
ESCI 125	Introduction to Public Health (3)
ESCI 220	Medical Terminology (2)
ESCI 234	Community First Aid and CPR (1)
ESCI 237	Inclusive Recreation and Leisure (3)
ESCI 256	Research Design and Statistical Analysis (3)
ESCI 280	Strength and Conditioning Principles (3)
ESCI 330	Sport and Fitness Pharmacology (3)
ESCI 340	Sport and Fitness Nutrition (3)
ESCI 355	Exercise Physiology (3)
ESCI 356	Applied Biomechanics and Human Movement (3)
ESCI 380	Strength and Conditioning Program Design (3)
ESCI 498	Exercise Science Capstone (3)
BIO 235	Human Anatomy and Physiology I (4)
BIO 236	Human Anatomy and Physiology II (4)
PSY 110	Introduction to Psychology (3)
PSY 220	Lifespan Development (3)

Choose one (3 credit minimum, may be repeated for up to 12 credits each):
ESCI 397 Field Experience (3)
ESCI 491 Internship (3)

Exercise Science Major Concentrations/Cognates (27 -42 credit hours):
All Exercise Science majors must select one concentration and these cognate requirements are concentration-specific:

Strength and Conditioning Concentration (26 credit hours):

BIO 120	Biology I (4)
CHEM 113	Chemistry Around Us (4)
ESCI 297	Strength and Conditioning Field Observation (1)
ESCI 397	Field Experience (3)
ESCI 440	Strength and Conditioning Techniques (2)
ESCI 480	Strength and Conditioning Performance Programming and Facility Operations (3)
MATH 110	College Algebra (3)
SPMT 320	Sociology of Sport (3)
SPMT 410	Intercollegiate and Collegiate Coaching and Administration (3)

Pre-Athletic Training Concentration (27 credit hours):

BIO 120	Principles of Biology I (4)
CHEM 113	Chemistry Around Us (4)
ESCI 440	Strength and Conditioning Techniques (2)
ESCI 480	Strength and Conditioning Performance Programming and Facility Operations (3)
MATH 114	Precalculus Mathematics (4)
PHYS 210	General Physics I (4)
SPMT 320	Sociology of Sport (3)
SPMT 410	Intercollegiate and Collegiate Coaching and Administration (3)

Pre-Occupational Therapy Concentration (25 credit hours):

BIO 120	Principles of Biology I (4)
CHEM 113	Chemistry Around Us (4)
MATH 114	Precalculus Mathematics (4)
PHYS 210	General Physics I (4)
PSY/SWK 280	Abnormal Psychology (3)
PSY 450	Neuroscience (3)
SOC 120	Life in Society (3)

Pre-Physical Therapy Concentration (34 credit hours):

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
MATH 114	Precalculus Mathematics (4)
PHYS 210	General Physics I (4)
PHYS 220	General Physics II (4)
PSY/SWK 280	Abnormal Psychology (3)
SOC 120	Life in Society (3)

Pre-Health Sciences Concentration (42 credit hours):

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
CHEM 233/233L	Organic Chemistry I (4+1)
CHEM 234/234L	Organic Chemistry II (4+1)
CHEM 368	Biochemistry I (4)
BIO 358	Microbiology (4)
MATH 114	Precalculus Mathematics (4)
PHYS 210	General Physics I (4)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *MATH 114 Precalculus Mathematics (4)*

Scientific Knowledge: *BIO 120 Principles of Biology I (4)*

Social and Behavioral Sciences: *PSY 110 Introduction to Psychology (3)*

Public Health Minor

Program Description

The Public Health Minor at Defiance College provides students with essential knowledge in promoting health, preventing disease, and enhancing community well-being. This interdisciplinary program integrates topics such as personal health, inclusive recreation, program planning, and behavioral statistics, equipping students with practical skills to address health challenges at individual and community levels.

This minor complements majors such as Exercise Science and Biology, preparing students for careers in wellness coordination, health education, and community health promotion. It also supports students pursuing graduate studies in Public Health (MPH). Through coursework and real-world applications, students develop the skills needed to make a meaningful impact in public health.

Public Health Minor Requirements (18 credit hours):

ESCI 125	Introduction to Public Health (3)
ESCI 237	Inclusive Recreation and Leisure (3)
ESCI 310	Health Program Planning and Evaluation (3)

Choose 3:

ESCI 320	Introduction to Epidemiology (3)
PSY 230	Behavioral Statistics (3)
PSY 260	Social Psychology (3)
PSY 270	Human Sexuality (3)
SWK 235	Social Problems (3)
SOC/SWK 265	Cultural Diversity (3)
SWK 301	Research Methods (3)

Courses and Descriptions

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

ESCI 100 Introduction to Allied Health Professions (3)

This course serves as an introduction to the Allied Health fields, including Exercise Science, Physical Therapy, Occupational Therapy, Athletic Training, and other Allied Health professions. This course orients students to their career paths and the knowledge and skill sets that are required in these fields. The instructor will work with the students to actively prepare for the next 4 years of their academic careers and beyond. Students will choose a plan A and plan B career choice and prepare accordingly.

ESCI 125 Introduction to Public Health (3)

This course aims to introduce students to the history, concepts, and practices of public health. Students will be introduced to social, behavioral, cultural, and environmental influences on individual-level and population-level health problems. Core public health practices such as epidemiology, health promotion program design, community assessment and improvement planning, environmental health, global health, and health behavior change will be featured.

ESCI 210 Prevention and Care of Athletic Injuries (2)

Students learn and apply the basic principles of prevention, recognition and care of sports injuries. One one-hour lecture and one one-hour laboratory session per week.

ESCI 220 Medical Terminology (2)

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

pronounce and define medical words by combining prefixes, suffixes, and roots. In addition to medical terms, common abbreviations applicable to each system will be learned. This course is cross-listed with BIO 220 Medical Terminology.

ESCI 234 Community First Aid and CPR (1)
Students can meet the requirements for certification in community first aid and CPR, including infant, child, and adult CPR. The course concentrates on the immediate, temporary care given to the victim(s) of an accident or sudden illness until professional help is secured. After satisfactorily completing the practical requirements and tests, students will receive community first aid and CPR cards. Graded Pass/Fail.

ESCI 237 Inclusive Recreation and Leisure (3)
This course introduces the concept of inclusion and an understanding of needs and program adaptations relative to recreational pursuits. Topics covered will include history, philosophy, purpose, and programming, as well as the characteristics and needs of individuals with disabilities.

ESCI 256 Research Design and Statistical Analysis in Exercise Science (3)
This course is designed to acquaint students with the principles of qualitative and quantitative research methods utilized within Exercise Science and Allied Health professions. Instruction and learning will be focused upon (1) conducting a review of literature and developing a research question; (2) applying proper research design methodology and procedures to ensure ethical treatment of subjects; (3) developing and applying a working knowledge of basic statistical analysis to determine appropriate testing parameters, and; (4) interpretation of data using analytic software.

ESCI 280 Strength and Conditioning Principles (3)
This course introduces students to fitness and conditioning principles for general exercise populations as well as specialized and athletic populations. Standards and guidelines set by the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA) are examined, discussed, and utilized for both individual and group training environments. Students are also expected to complete a self-reflection process regarding their individual fitness and wellness profile and behaviors.

ESCI 295 Special Topics in Exercise Science (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

ESCI 296 Readings in Exercise Science (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

ESCI 297 Strength and Conditioning Field Observation I (1)
Provides structured introductory exposure to strength and conditioning practice within an approved supervised training environment. Students complete supervised field observation hours focused on professional socialization, scope of practice awareness, facility operations, and foundational strength and conditioning practices. This course serves as the foundational experiential component of the Strength & Conditioning Track and prepares students for applied field participation in ESCI 397. Graded Pass/Fail.

ESCI 310 Health Program Planning and Evaluation (3)
This course introduces students to the principles and practices of planning, implementing, and evaluating health promotion and disease prevention programs. Emphasis is placed on using data to identify health needs, setting measurable objectives, applying theoretical models, and designing evidence-based interventions. Students will also learn methods for evaluating program effectiveness and outcomes, as well as strategies for engaging stakeholders and ensuring program sustainability.

ESCI 320 Introduction to Epidemiology (3)

This course provides an introduction to the basic principles and methods of epidemiology as they apply to public health and health-related research. Students will explore concepts such as disease distribution, determinants of health, measures of disease frequency, study design, outbreak investigation, and causal inference. The course prepares students to think critically about the factors that influence health outcomes in populations and introduces them to the tools used in disease surveillance and prevention.

ESCI 330 Sport and Fitness Pharmacology (3)
This course will instruct the student in the knowledge of medications used to treat injuries and illnesses. The course will also include a discussion of illicit drugs and how healthcare professionals can intervene on behalf of those individuals using illicit drugs.

ESCI 340 Sport and Fitness Nutrition (3)
This course will instruct the student in the concepts of proper nutrition and how it can benefit physically active individuals. These concepts include the basic nutritional components (proteins, carbohydrates, fats, vitamins, minerals, and water), caloric intake, weight management, pre-game meals, and eating disorders. Offered in the spring semester in alternate years.

ESCI 355 Exercise Physiology (3)
Exercise physiology is the study of how the body adapts to the acute and chronic stress of physical activity. It develops a basic understanding of how the body works by incorporating anatomy, motor learning, kinesiology, biomechanics, and systematic physiology. Prerequisites: BIO 235 and BIO 236, or BIO 229.

ESCI 356 Applied Biomechanics and Human Movement (3)
The course is designed to investigate four components of physical activity: a) location, origin insertion, and action of the major muscles involved in physical activity; b) principles of motion and how they apply in the physical education/sport domain; c) analysis of various aspects of human movement for efficiency and effectiveness; d) improvement of movement style based on the application of physics principles to the analysis of movement. Prerequisite: BIO 235 and BIO 236, or BIO 229.

ESCI 380 Strength and Conditioning Program Design (3)
This course will provide students with experience in planning and implementing fitness testing within a variety of individual and group environments. Both laboratory and field testing will be addressed for fitness components to include cardiorespiratory endurance, body composition, muscular strength, muscular power, muscular endurance, muscular power, agility, and sport-specific skills. Additionally, students will explore, discuss, and utilize fitness leadership strategies and motivational strategies in a variety of settings. Prerequisite: ESCI 280.

ESCI 397 Field Experience (1-12)
Field experience affords students an opportunity to engage in non-classroom learning under the supervision of a qualified person. The program is designed to introduce students to a professional area before enrolling in professional courses and to enable the students who have completed some professional courses to apply the principles and techniques acquired to practical situations. Students are expected to analyze critically the situation and to evaluate the experience in light of their course work and career plans. Students must make arrangements with a faculty supervisor prior to enrolling. Graded Pass/Fail.

ESCI 440 Strength and Conditioning Techniques (2)
This hands-on course covers a variety of strength and conditioning methods, including free weights, machines, nontraditional implements, plyometrics, speed and agility drills, and aerobic endurance training. Students will develop proper technique, design effective programs, and engage in peer feedback and instruction to enhance learning and coaching skills. Prerequisite: ESCI 280

ESCI 450 Exercise Science Laboratory (2)
The Exercise Science Laboratory course provides students with hands-on experience in various aspects of exercise science, including physiological assessments, biomechanical analyses, and research methodologies. Through practical laboratory sessions, students will gain an understanding of the scientific principles underlying exercise physiology, biomechanics, and research techniques commonly used in the field. This course is designed to complement theoretical knowledge with practical skills, fostering critical thinking and problem-solving abilities in the realm of exercise science. Prerequisite: ESCI 280.

ESCI 460 Advanced Human Anatomy (3)
This course provides an in-depth study of human anatomy with a primary focus on the skeletal system, muscular system, tendons and ligaments, and the cardiovascular and respiratory system. Emphasis will be placed on practical applications through hands-on activities, including palpations of muscles. The course will utilize a digital cadaver table (Anatomage Table) to enhance learning and understanding of anatomical structures. Prerequisites: BIO 235 and BIO 236.

ESCI 480 Strength and Conditioning Performance Programming and Facility Operations (3)
An in-depth look at current practices and procedures for the implementation of fitness and wellness programs in hospital, industrial, clinical, educational, and collegiate settings. Community-based scenarios will be addressed within group projects. A culmination of programming and management techniques will be implemented. Prerequisite: ESCI 280 and Senior standing only

ESCI 491 Internship (1-12)
An on-the-job learning experience related to the field of study. An internship is cooperatively supervised by a College faculty member and a qualified person in the field where the student is working. Each internship will culminate with a successful oral presentation (capstone experience) to the faculty of the Exercise Science Department. Graded Pass/Fail.

ESCI 495 Special Topics in Exercise Science (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

ESCI 496 Readings in Exercise Science (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

ESCI 498 Exercise Science Capstone (3)
A senior capstone project is required for all Exercise Science majors and can be fulfilled by completing an independent research project under the supervision of an Exercise Science faculty member. If a student is unable to complete an independent research project, they may meet the requirement through an alternative method. The student will conduct a literature analysis and review on a specific topic approved by an Exercise Science faculty member. Before graduation, the student will present their project in a seminar format to an audience selected by the Exercise Science faculty. Prerequisite: Senior standing

FIRST-YEAR EXPERIENCE (FYE)

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

FYE 100 College Engagement Seminar (2)
This required general education curriculum course is designed for first year students to successfully engage in college life, including both the academic and social arenas. This course focuses on exercising academic skills, fostering social competencies, and understanding and accepting diversity as a foundation for developing the student's engagement in the community and the world.

FORENSIC SCIENCE (FNSC)

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

Science major is designed to provide a student with a strong science background coupled with a foundation in criminal justice and legal concepts.

Forensic Science Major Program Requirements (95 credit hours)
All major program requirements include Core and Cognate courses.

Forensic Science Major Core (80 credit hours):

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
BIO 235	Human Anatomy and Physiology I (4)
BIO 236	Human Anatomy and Physiology II (4)
BIO 431	Molecular Biology (4)
BIO 480	Genetics (4)
CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
CHEM 233/233L	Organic Chemistry I and Lab (4+1)
CHEM 234/234L	Organic Chemistry II and Lab (4+1)
CHEM 368	Biochemistry I (4)
CHEM 369	Biochemistry II (4)
CHEM 455	Quantitative Analysis (4)
CRJU 111	Introduction to Criminal Justice (3)
CRJU 155	Criminal Law (3)
CRJU 217	Criminal Investigation (3)
CRJU 221	Criminal Evidence and Procedure (3)
FNSC 343	Forensic Science I (3)
FNSC 353	Forensic Science II (3)
PHYS 210	General Physics I (4)
PHYS 220	General Physics II (4)

Forensic Science Major Cognates (15 credit hours):

MATH 114	Precalculus Mathematics (4)
NSCI 378	Research Methods (2)
NSCI 391	Internship (3)
NSCI 498	Senior Capstone Project (3)
PSY 230	Behavioral Statistics (3)

To ensure your success in this major, the following General Education courses are required:
Creative and Expressive Arts: *Student choice*
Historical, Political and Multicultural Perspectives: *Student choice*
Quantitative Reasoning: *MATH 114 Precalculus Mathematics (4)*
Scientific Knowledge: *BIO 120 Principles of Biology I or CHEM 123 General Chemistry I (4)*
Social and Behavioral Sciences: *Student choice*

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

FNSC 295 Special Topics in Forensic Science (1-3)

Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

FNSC 296 Readings in Forensic Science (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.
FNSC 343 Forensic Science I (3)
FNSC 343L Forensic Science I Lab (0)
A study of modern techniques used in forensic science. Topics include evidence collection, proper processing and analytical instrumentation. Offered in alternate odd years. Prerequisite: CHEM 234 with a grade of "C" or higher.

FNSC 353 Forensic Science II (3)
FNSC 353L Forensic Science II Lab (0)
An in-depth study of modern techniques used in forensic science. Topics include evidence collection, proper processing and analytical instrumentation. Offered in alternate odd years. Prerequisite: FNSC 343 with a grade of "C" or higher.

FNSC 491 Internship (1-12)
An on-the-job learning experience related to the field of study. An internship is cooperatively supervised by a college faculty member and a qualified person in the field where the student is working. Each internship will culminate with a successful oral presentation (capstone experience) to the faculty of the Exercise Science Department. Graded Pass/Fail.

FNSC 494 Cooperative Education (1-16)
A cooperative Education course is a supervised work experience related to a student's major or field of interest. A student should be employed full-time or part-time with pay. A student must complete 120 hours of work for each academic credit hour and may earn up to 16 credits. Other work arrangements must be approved by the coordinator of cooperative education and the Registrar. Graded Pass/Fail.

FNSC 495 Special Topics in Forensic Science (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

FNSC 496 Readings in Forensic Science (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

FNSC 497 Field Experience (Upper-Level) (3-9)
This level meets the same basic objectives as the lower-level, as well as working directly with offenders under supervision when possible. Graded Pass/Fail.

FNSC 499 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

GENERAL STUDIES (GEN)

Courses and Descriptions
If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following

courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

GEN 101 Jacket Journey: Discover (1)
In this course, students will explore their personal development goals, career options, and career-readiness as they begin their journey from pre-professionals to professionals. Graded Pass/Fail.

GEN 111 Portfolio Development (1)
Covering the basics of portfolio design and content, this course includes the study of skills, values, methods, and objectives of a variety of disciplines in relation to individual competencies gained through work and/or life experience. There is a primary focus on the development of an effective-portfolio. Offered in spring semester. Graded Pass/Fail.

GEN 200 Career Exploration (1)
This course is designed for first- and second-year students who wish to explore majors and careers. Students will gain an understanding of the process of career decision-making. They will learn how interests, skills, and values relate to career choices, and acquire information about educational and career options. Emphasis will be placed on self-evaluation, decision-making and goal setting. Offered in spring semester.

GEN 201 Jacket Journey: Engage (1)
In this course, students will engage in experiences that will enhance the coursework in their major and minor areas of study and plan for possible internships, field experiences, etc. germane to their focused path. A study of the organizations and the ethical and theoretical underpinnings of their profession will be explored. Graded Pass/Fail.

GEN 281 Undergraduate Teaching Assistant (1)
Students participating in this course serve as Undergraduate Teaching Assistants (UTAs) for an instructor of an undergraduate course. Responsibilities include assisting the instructor with course activities and facilitating small group and individualized study sessions. UTAs gain experience leading group discussions, which can improve communication skills, increase specific content knowledge, and gives insight into what is involved in college-level teaching. A qualified student must have a 3.0 cumulative GPA and be approved by the instructor. This course may be repeated for a total of 2 credits. Graded Pass/Fail. Approval of the Director of Student Academic Support Services is required to schedule this course.

GEN 295 – Special Topics (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

GEN 299 Affiliated Program Year One (0)
Students participating in this course are students continuing their Defiance College education at other institutions, such as BSN 1-2-1 students and similar con-current programs. Students will be scheduled in this course during the first year while in an affiliated program in order to continue their relationship and access to services with Defiance College. Students enrolled in this course are expected to return to Defiance College with transfer credit applicable toward their Defiance College major. This course does not count toward the total number of hours required or earned for a degree. The course is not graded and will not appear on a student's transcript.

GEN 300 Preparing for Graduate and Professional School (1)
This course is designed to prepare students for the graduate and professional school application process. At the end of the course, students should be knowledgeable about the basic differences between Master's, Doctoral and Professional degrees, information to include in a personal statement, when and how to apply, how many schools to apply to, preparing for standardized tests, asking for faculty letters of recommendation, preparing a curriculum vita (CV) or resume, and how to make oneself a strong candidate for admission. Teaching methodologies will include lecture, group discussion, oral presentations, journal entries and readings. Offered each fall.

GEN 301 Jacket Journey: Formulate (1)
In this course, students will formulate their future plans, refine their understanding of how their profession functions in a broader context of the community and the world, and explore their professional responsibilities in their chosen career field. Graded Pass/Fail.

GEN 391 Internship (1-6)
An internship is an on-the-job learning experience related to the student's field of study. Each internship is cooperatively supervised by a college faculty member and a qualified person in the field. Graded Pass/Fail. Repeatable for credit.

GEN 399 Affiliated Program Year Two (0)
Students participating in this course are students continuing their Defiance College education at other institutions, such as BSN 1-2-1 students and similar concurrent programs. Students will be scheduled in this course for the second year within an affiliated program in order to continue their relationship and access to services with Defiance College. This course does not count toward the total number of hours required or earned for a degree. The course is not graded and will not appear on a student's transcript.

GEN 401 Jacket Journey: Initiate (1)
In this course, students will initiate their career plans by exploring professional opportunities that fit who they have become and by seeking out those that will allow them to realize their fullest potential both in their professional and personal lives. Graded Pass/Fail.

GEOGRAPHIC INFORMATION SYSTEMS (GIS)

Program Description
Geographic Information System (GIS) minors develop an in-depth understanding of spatial analysis and the art of digital map-making that complements discipline-specific knowledge in many fields. GIS has become a key method for organizing and interpreting large amounts of data relative to a spatial framework. GIS is useful in an increasingly large number of applications, such as land-use planning, community development, environmental management, epidemiology, law enforcement and in the business fields of risk management and marketing. GIS relies on geospatial technologies and research that include internet mapping, in-vehicle navigation systems, digital cartography, imagery taken by airplanes and satellites, spatial analysis and modeling of social and natural processes, and visualization and data mining of complex information. This minor will improve students' marketability and open up opportunities for intellectual and professional development in a wide variety of fields.

Geographic Information Systems Minor Program Requirements (20 credit hours)

CSCI 105	Introductory Programming (3)
GEOG 231	Geography of the Americas (3)
GEOG 232	World Geography (3)
NSCI 310	Geographic Information Systems (4)
NSCI 311	Geographic Information Systems II (4)
NSCI 380	Global Sustainability (3)

GEOGRAPHY (GEOG)

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

GEOG 132 Physical Geography (3)
Landforms, weather and climate, soils and vegetation, and natural hazards. Nature and distribution of these environmental elements and their significance to man. Offered on demand.

GEOG 231 Geography of the Americas (3)
The natural resources, physical environment, economy, population, and cultural patterns of North and South America.

GEOG 232 World Geography (3)
The geography of Europe, Asia, Africa and Australia with emphasis on the natural resources, political conditions, economy, population and cultural patterns of each area. To a lesser extent the geography of the Americas will be studied.

GEOG 295 Special Topics in Geography (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

GEOG 296 Readings in Geography (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

GEOG 495 Special Topics in Geography (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

GEOG 496 Readings in Geography (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

GRAPHIC DESIGN (DSGN)

Program Description
A Bachelor of Arts in Graphic Design focuses on the practice of designing innovative visual solutions and experiences across various media, print and digital. The Graphic Design program provides a multidisciplinary education based on art and design principles, applications, theories, and history. Students develop into socially conscious design thinkers and makers in preparation for professional careers in the industry. The Graphic Design major is 47 credit hours of coursework.

Graphic Design Major Requirements (47 credit hours)
All major program requirements include Core and Cognate courses.

Graphic Design Major Core (33 credit hours):

DSGN 105	Digital Imaging (3)
DSGN 107	Digital Illustration (3)
DSGN 114	Introduction to Graphic Design (3)
DSGN 205	Page Layout (3)
DSGN 220	Innovation Through Design Thinking (1)
DSGN 230	History of Design (3)
DSGN 310	Corporate Brand Communication (3)
DSGN 312	Packaging Design (3)
DSGN 320	Motion Graphics (3)
DSGN 410	Business of Graphic Design (1)
DSGN 412	Portfolio Design (1)
DSGN 491	Design Internship (3)
DSGN 498	Senior Capstone (3)

Graphic Design Major Cognates (15 credit hours):

ART 110	2D Fundamentals (3)
ART 112	Drawing: Media and Concepts (3)
ART 215	Digital Photography (3)

COMM 260 Introduction to Digital Media Production (3)
CSCI 110 Introduction to Web Development (3)

To ensure your success in this major, the following General Education courses are required:
Creative and Expressive Arts: ART *110 2D Fundamentals (3)*
Historical, Political and Multicultural Perspectives: *Student choice*
Quantitative Reasoning: *Student choice*
Scientific Knowledge: *Student choice*
Social and Behavioral Sciences: *Student choice*

Graphic Design Minor Program Requirements (19 credit hours):
CSCI 110 Introduction to Web Development (3)
DSGN 105 Digital Imaging (3)
DSGN 107 Digital Illustration (3)
DSGN 114 Introduction to Graphic Design (3)
DSGN 205 Page Layout (3)
DSGN 220 Innovation Through Design Thinking (1)

Choose one of the following:
COMM 260 Introduction to Digital Media Production (3)
DSGN 310 Corporate Brand Communication (3)
DSGN 312 Packaging Design (3)
DSGN 320 Motion Graphics (3)

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

DSGN 105 Digital Imaging (3)
This course provides an introduction to the creation, manipulation and critical interpretation of graphic works. Students will explore technical as well as artistic aspects of digital capture and image editing techniques.

DSGN 107 Digital Illustration (3)
This course explores the study of digital illustration as visual interpretation of words, concepts, and ideas. Coursework includes developing computer skills and drawing abilities in a digital environment. Strategies for communicating content through pictorial narrative are also explored. Open to all students.

DSGN 114 Introduction to Graphic Design (3)
This course serves as an introduction to the profession of graphic design and the fundamental elements, principles and theories of visual communication. Students will explore the use of creativity and digital technology to solve problems and communicate ideas and messages.

DSGN 205 Page Layout (3)
This course builds upon the principles and elements of visual communication design. It focuses on the use of grid systems to create effective and aesthetically pleasing communication pieces. Students will develop visual sensitivity and competency of layout along with typographic setting and arrangement.

DSGN 220 Innovation Through Design Thinking (1)

This course focuses on design thinking—a systematic approach to innovation and creative problem solving applicable to a wide spectrum of disciplines. Students will learn how to apply the methodologies of design research, process and thinking to challenges in business and society.

DSGN 230 History of Design (3)
This course examines historical and technical development in the areas of graphic and product design, beginning from the industrial revolution to contemporary design practices of the 21st century. This course gives students a perspective of the evolution of form and materials, and the meaning of objects and graphics within a specific historical and cultural context.

DSGN 295 Special Topics in Art/Design (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

DSGN 296 Readings in Art/Design (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

DSGN 310 Corporate Brand Communication (3)
This course focuses on corporate identity design as well as fundamental concepts of branding and brand communication. Prerequisites: DSGN 114 and 205.

DSGN 312 Packaging Design (3)
This course will focus on the design of consumer-based products. Students will explore various production materials and printing techniques and processes used for prototyping professional packaging designs from prepress to post production. Prerequisites: DSGN 114 and 205.

DSGN 320 Motion Graphics (3)
This course challenges students to create interactive design solutions that rely primarily upon the elements of motion and time to portray visual concepts and messages. Students will experiment with notions of form, function and visual messaging through time-based media application.

DSGN 410 Business of Graphic Design (1)
This course investigates a range of both traditional and emerging business topics meant to help prepare students for their transition into the creative industry. Topics relate to freelancing, self-marketing, in-house design, project management, and contractor work.

DSGN 412 Portfolio Design (1)
In this course, students prepare for vocation by developing a digital and print portfolio, resume, business card and promotional piece. Emphasis is placed on building a personal brand, self-marketing, and professional networking.

DSGN 491 Design Internship (3)
Students will work for a variety of on-campus and off-campus clients as intern designers. Graded Pass/Fail. Course may be repeated for a total of 12 hours.

DSGN 495 Special Topics in Art/Design (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

DSGN 496 Readings in Art/Design (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

DSGN 498 Senior Capstone (3)
This course challenges students to put into practice acquired knowledge and skill gained throughout the program in the creation of a comprehensive senior project. Students are encouraged to focus on themes relating to social design, design activism, community-based design, and sustainability. Must be a Graphic Design major with senior standing.

HISTORY (HIST)

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

History Major Program Requirements (36 credit hours)
All major program requirements include Core and Cognate courses.

History Major (36 credit hours):
HIST 400 Historical Methods and Public History (3)

Choose one:
EDUC 454 Social Studies Methods: 7-12 (3)
HIST 498 Seminar: Senior Capstone Experience (3)

Choose five U.S. History courses:
GEOG 231 Geography of the Americas (3)
HIST 201 U.S. History to 1877 (3)
HIST 202 U.S. History from 1877 (3)
HIST 250 The Emergence of Total War 1860-Present (3)
HIST/POL 255 Democracy in America (3)
HIST 311 Colonial America (3)
HIST 315 Era of the American Civil War (3)
HIST/POL 336 History of the Constitution (3)
HIST 345 The Ohio Area (3)
HIST/POL 351 Modern Political Thought (3)
HIST 360 The American Built Environment (3)
HIST 495 Special Topics in U.S. History (3)
POL 130 Introduction to United States Government (3)
Choose five World History courses:
GEOG 232 World Geography (3)
HIST 204 Europe: The Italian Renaissance to Present (3)
HIST 205 The 20th Century World (3)
HIST 207 Ages of Empire (3)
HIST 250 The Emergence of Total War 1860-Present (3)
HIST 340 History of the Middle East (3)
HIST 350 History of Asia (3)
HIST/POL 351 Modern Political Thought (3)

HIST370/POL350 Ancient/Medieval Political Thought (3)
HIST 495 Special Topics in World History (3)

To ensure your success in this major, the following General Education courses are required:
Creative and Expressive Arts: *Student choice*
Historical, Political and Multicultural Perspectives: *Student choice*
Quantitative Reasoning: *Student choice*
Scientific Knowledge: *Student choice*
Social and Behavioral Sciences: *Student choice*

History Minor Program Requirements (21 credit hours):
Choose one:
HIST 400 Historical Methods and Public History (3)
HIST 498 Seminar: Senior Capstone Experience (3)

Choose three U.S. History courses:
GEOG 231 Geography of the Americas (3)
HIST 201 U.S. History to 1877 (3)
HIST 202 U.S. History from 1877 (3)
HIST 250 The Emergence of Total War 1860-Present (3)
HIST/POL 255 Democracy in America (3)
HIST 305 Monuments, Memory & U.S. History
HIST 311 Colonial America (3)
HIST 315 Era of the American Civil War (3)
HIST/POL 336 History of the Constitution (3)
HIST 345 The Ohio Area (3)
HIST/POL 351 Modern Political Thought (3)
HIST 360 The American Built Environment (3)
HIST 495 Special Topics in U.S. History (3)

Choose three World History courses:
GEOG 232 World Geography (3)
HIST 204 Europe: The Italian Renaissance to Present (3)
HIST 205 The 20th Century World (3)
HIST 207 Ages of Empire (3)
HIST 250 The Emergence of Total War 1860-Present (3)
HIST 340 History of the Middle East (3)
HIST 350 History of Asia (3)
HIST/POL 351 Modern Political Thought (3)
HIST370/POL 350 Ancient/Medieval Political Thought (3)
HIST 495 Special Topics in World History (3)

Political Science Minor
Program Description
Political science is the study of who rules, on whose behalf is power used, and the way power is organized. Courses in political science analyze how government and politics operate at multiple levels of society and explore the various ways human beings have organized our political lives.

The goal of the political science department is to cultivate critical examination of political systems, rhetoric, and foundational principles of our shared political life. Courses ask students to reflect on the perennial question of politics: what is the best way to

live? To go about answering this question requires students to understand a wide, diverse range of perspectives and theories regarding such principles as: republicanism, citizenship, liberty, equality, security, and justice

Political Science Minor Program Requirements (18 credit hours):

Choose one:
POL 130 – Introduction to American Government (3)
POL/HIST 255 – Democracy in America (3)

Choose two:
POL 331 – The American Presidency (3)
POL 332 – Supreme Court of the United States (3)
POL/HIST 336 – History of the Constitution (3)
POL 371 – Constitutional Law (3)
POL 338 – Religion and the Constitution (3)

Choose two:
POL 350/HIST 370 – Ancient/Medieval Political Thought (3)
POL/HIST 351 – Modern Political Thought (3)
POL 356 – Political Justice (3)
POL 357 – Superhero Ethics (3)
POL 358 – Friendship (3)

3 additional credits in POL courses that are not used to meet the above requirements.

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

HIST 199 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

HIST 201 U.S. History to 1877 (3)
A survey of U.S history from European contact to 1877, covering the major themes and issues in this country's early history. Major themes include the Colonial and Revolutionary Eras, Jacksonian America, and the Civil War.

HIST 202 U.S. History from 1877 (3)
A survey of US history from Reconstruction covering the major themes and issues in this country's post-Civil War period. Major themes include Populism, Westward Migration, Industrialization and America's involvement in the wars of the late 19th and 20th centuries.

HIST 204 Europe: The Italian Renaissance to the Present (3)
A survey of European history from the Renaissance to the French Revolution and industrial ages, followed by the study of nation states, ideologies Imperialism and World Wars One and Two. Special attention is paid to European religious, cultural, political, social, and economic transformations that shaped the modern world.

HIST 205 The 20th Century World (3)

This survey of the 20th world is designed to provide an overview of one of the most tumultuous periods in human history. The 20th century was an era of horror violent massacres and worldwide wars and unprecedented economic prosperity, technological and scientific innovation, and social justice. Looking at this age of extremes renders one sure verdict: the world is decidedly more interconnected than ever before. The responsibility for horror, prosperity, and justice belong to us all. This course takes that interconnectedness and that responsibility as the starting point, examining specific events for their global circumstances and ramifications.

HIST 207 Ages of Empires (3)
This course will survey world civilizations of the Ancient Near-East, India, China, Greece, Rome, Islam and Africa from prehistory to 1500 CE. It will examine how and why human civilizations arise, the differences and similarities between civilizations of the world, and why some civilizations succeeded and others failed. The course will examine the development of politics, religion, philosophy, economic and the variety of cultures present in these regions. Offered in fall of alternate odd years.

HIST 209 Latin American History (3)
From Independence to the present, this course explores Latin America's revolutions, counterrevolutions, and the struggles for justice that have shaped the region. Students will examine the people, movements, and ideas behind these transformations and critically assess the role of the United States as both an imperial power and a destination for migrants and refugees affected by regional instability.

HIST 250 The Emergence of Total War 1860-Present (3)
This thematic survey of the nineteenth century to the present from a historical and global perspective emphasizes the origins of the world in which we live and discusses how the world we live in has been shaped by historical forces through global conflict.

HIST 255 Democracy in America (3)
What is the origin of the belief in the value of the individual, the idea that every person has the right to pursue their own happiness, and that the government exists for the benefit of the governed? How do we balance the requirements of national security with individual liberty? What does it mean to be free in a democratic republic? This course introduces students to these kinds of perennial questions within the history of American Political Thought. By turning back to see from where we have come, we will engage with thinkers who have molded the way that we think in the 21st century, but, perhaps more importantly, continue to mold the way we think and act. The purpose of this engagement is to develop an understanding of the United States republic, not just as a set of institutions, but as an idea - an experiment in self-governance - that has been challenged continuously since its inception. This is cross listed with POL 255.

HIST 295 Special Topics (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

HIST 296 Readings in History (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

HIST 299 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

HIST 305 Monuments, Memory & U.S. History (3)
This course explores the evolution of U.S. historical memory formation codified as through granite, stone, and bronze emblems in civic space, cemeteries, battlefields, and historic sites. We trace the historical evolution of Americans' propensity to consecrate historical memory through tangible items in their environment. Finally, the course tackles the thorny issues of memory

representation through built pieces, controversies surrounding monuments, the utility of monuments, who owns the memory associated with monuments, and how these emblems impact Americans' understanding of U.S. history.

HIST 311 Colonial America (3)
An in-depth study of the Colonial Era, from European contact through the Revolutionary War. Themes that will be investigated will be Indian-white relations, the role of women and minorities in colonial America, and the social and cultural institutions, which helped shape American culture and history.

HIST 315 Era of the American Civil War (3)
This course is an intensive study of the political, social, military, and economic aspects of the American Civil War period. Particular attention will be paid to the causes, conduct, and consequences of the war.

HIST 326 History of Canada (3)
This course surveys the history of Canada from Indigenous societies prior to European contact through the present. Students examine colonization, migration, governance, and resistance, with attention to Indigenous–settler relations, nation-building, and multiculturalism. The course emphasizes historical thinking and source analysis, including treaties, archival records, newspapers, and scholarly interpretations, enabling students to evaluate how the Canadian past is constructed and contested.

HIST 335 Modern Britain (3)
This course investigates Britain's transformation into a global hegemon and its subsequent modern reconfiguration. By integrating political, economic, and social histories, the course explores pivotal events—from the Napoleonic Wars to the post-imperial era—to interrogate the concept of national "decline." Students will explore how industrialization and imperialism shaped Britain's distinctive political system and continue to influence its role in the 21st-century global order.

HIST 336 History of the Constitution (3)
This course focuses on the historical ideas, events, and perceptions that led to the creation of the U.S. Constitution. Special emphasis will be placed on the motivations of the framers, the rationale of the Federalists and anti-Federalists, the Bill of Rights, the evolution of the government including the key concepts of liberty and freedom. Moreover, the course incorporates a degree of flexibility, which will allow for the accommodation of themes or issues in constitutional history that are of particular interest to the class participants. Offered in spring of even alternate years. Cross-listed with POL 336.

HIST 340 History of the Middle East (3)
A survey of the history of the Islamic Middle East and North Africa with special attention paid to the Arab expansion of the medieval period, the Ottoman Empire, and particularly the modern Middle East in crisis. Offered in alternate years.

HIST 345 The Ohio Area (3)
History of the Ohio area from prehistoric to post-Civil War times. A survey of regional geography and economic and social influences. Offered in alternate years.

HIST 350 History of Asia (3)
A survey of the early histories of China and India, followed by major developments in Asia before the modern period, and culminating with the emergence of modern Japan, India's struggle for independence, China's ongoing 20th century revolution, and the crisis in southeast Asia. Offered in alternate years.

HIST 351 Modern Political Thought (3)
This course focuses on the nature and purpose of political association as it has been understood since the birth of modernity in the 16th century through the present day. This course will cover the intellectual history from the Italian Renaissance to World War 1 with a particular consideration on the development of liberalism, its critics, and the ways in which liberalism has informed modern republicanism. This is cross-listed with POL 351.

HIST 360 The American Built Environment (3)

The American Built Environment explores the history, design, and meaning of ordinary buildings in the U.S. from houses and amusement parks to skyscrapers and factories. Topics include theories of "high" and "low" culture, definitions of house and home, the cultural significance of real estate, and how to assign value to mass-produced landscapes. Students will learn to use buildings as evidence of larger social, economic, and political trends in the nineteenth and twentieth centuries, and to interpret buildings through methodologies and theories from urban and architectural history, cultural geography, anthropology, and sociology.

HIST 370 Ancient/Medieval Political Thought (3)
Political philosophy, at its core, means the 'love of wisdom about the life in the city' or, even simply, 'wisdom about the political life.' The origin of political philosophy is in ancient Athens, specifically with Socrates of whom Cicero said he, "took philosophy down from the heavens and introduced it into the life of the city." What would be the purpose of doing such a thing? In order to explore the relationship between philosophy and politics, its ramifications for Western civilization, and its continued impact on modernity, we must examine some of the seminal works from antiquity and/or the medieval period. This class will be reading intensive and will challenge students to consider the nature of politics, the relationship between the state and the individual as well as between individuals, and on the nature of justice. We shall explore challenging questions such as: what do individuals owe to each other, is justice an individual or communal experience, what is the best political regime, what is human happiness, what does it mean to be a good citizen, and most fundamentally, what is the best life for a human being? This is a cross listed course with POL 350

HIST 399 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

HIST 400 Historical Methods and Public History (3)
This course introduces and reinforces the major skills and methods of the historical profession. Topics covered include historical writing and the proper documentation of that writing, advanced research skills, oral interview techniques, and basic archives and records management.

HIST 495 Special Topics (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

HIST 496 Readings in History (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

HIST 498 Seminar: Senior Capstone Experience (3)
In a seminar for credit, the faculty leader selects a topic or theme which is published in the regular schedule. The student works independently to a greater degree than in a regular course. A seminar meets on a regular basis for discussion of materials relative to the topic.

HIST 499 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

HONORS PROGRAM (HONR)

Program Description
The Carolyn M. Small Honors Program provides opportunities for Defiance College students of all majors to develop academic strength through the Honors First-Year Experience course and the Honors World Issues course, participation in Honors Seminars coupled with off-campus experiences, and as juniors and seniors select Honors Option courses. All Honors courses are designated on

the student's transcripts.

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

HONR 101 Honors Seminar (1)
This course would facilitate the academic exploration of a designated topic through an interdisciplinary perspective and may provide students with the opportunity to learn in a real-world context through an off-campus experience. Fee may be assessed for off campus experience.

HONR 299 Honors Study (2)
This class is intended to prepare students to travel abroad and to give them an interdisciplinary insight into the countries they will be exploring. Through this course students will engage in the study of a region's culture, history, economics, geography, and societal and political systems. It is the goal of the class is to prepare students to be conscious observers within the areas explored while on the ground. The course, implemented through a learning community, works to prepare students to learn effectively and safely engage in a cross-cultural experience.

LEADERSHIP (LDR)

Program Description
Offered to undergraduate students throughout the College, the Leadership Minor provides students with the knowledge, skills, and attitudes they need to assume leadership roles as well as make a positive and significant difference both within the College and to the larger community.

Leadership Minor Program Requirements (18 credit hours)

LDR 240	Principles of Organizational Leadership (3)
LDR 376	Leadership and the Individual (3)
LDR 377	Leadership in Action (3)
LDR 476	Readings in Leadership (3)
LDR 477	Case Studies in Leadership (3)
Choose one:	
BUS 391	Internship (3)
LDR 495	Special Topics in Leadership (3)

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

LDR 240 Principles of Organizational Leadership (3)
Introduction to theoretical, philosophical, and conceptual foundations of leadership. Emphasis on styles and approaches to leadership related to the humanities, natural sciences, and social sciences.

LDR 376 Leadership and the Individual (3)
Through a series of lectures, guided interactions, and group exercises, students will explore the principles of relational leadership and learn to develop individual leadership skills and their own leadership style to impact their lives and the greater community. Content areas include decision-making, goal setting, effective communication, servant leadership, organization and time management skills, and concrete strategies to implement change.

LDR 377 Leadership in Action (3)
An immersive, experiential approach to leadership. Through a series of lectures and guest speakers, this course will explore personalized workplace scenarios as well as action-focused experiences, rooted in real organizational issues and challenges that prepare students to step into leadership roles.

LDR 476 Readings in Leadership (3)
A study and review of applied leadership concepts from a global perspective. This course integrates ideas with established research in comparing how leaders' function over time, across cultures, and in various types of institutions. Prerequisites: LDR 240, 376 and 377.

LDR 477 Case Studies in Leadership (3)
A study of the structure and development of applied leadership skills. Issues within leadership will be examined including managing diversity, roles and responsibilities of leaders, ethical leadership, and the leader/follower relationship. Prerequisites: LDR 240, 376 and 377.

LDR 495 Special Topics in Leadership (3)
In-depth study of selected topics and problems that confront leaders.

MANAGEMENT (MGT)

Courses and Descriptions

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

MGT 240 Principles of Management (3)
An introductory survey of the management function covering planning, organizing, leading and controlling in a business environment.

MGT 295 Special Topics in Management (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

MGT 296 Readings in Management (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

MGT 331 Organizational Behavior (3)
Basic principles of management with an emphasis on the human relations approach. Includes studies of organizational development issues, practical applications of motivational theory, and leadership approaches all relative to both profit and not-for-profit organizations.

MGT 332 Human Resource Management (3)
A study of the basic functions associated with human resource management including recruitment, selection, development and compensation of personnel, performance evaluation, quality of work life, and employment practices and policies.

MGT 340 Managing Teams in Organizations (3)
This course uses a collaborative learning environment to study team development and characteristics while also exploring interpersonal issues and personal feelings in group involvement. The course setting becomes a laboratory for group interaction where

one's effectiveness as a team member increases. The course teaches management of conflict between and within groups and decision-making and problem-solving styles.

MGT 365 Operations Management (3)
This course examines types of operations structures, processes for measuring and improving operations effectiveness, international standards of business performance, and managing in a collective bargaining environment. Students are presented with techniques and tools for analyzing and improving operational capabilities across a range of manufacturing and service industries.

MGT 375 Project Management (3)
This course focuses on contemporary project management techniques, including quality, communication, expanded role definitions, leadership principles, and a scalable approach to projects. Exploration of the discipline of project management will occur through active participation in project stages of selection, initiation, planning, execution, and closing.

MGT 470 Leadership and Managing Change (3)
An analysis of various theories and approaches. The course includes skill development, experiential activities, theoretical constructs and guest speakers who are leaders in a variety of settings.

MGT 485 Small Business Management (3)
Practical problems in operations, marketing, and finance facing the small business entrepreneur or manager. Course will utilize readings, case studies, and consulting projects with local firms.

MGT 495 Special Topics in Management (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

MGT 496 Readings in Management (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

MARKETING (MKT)

Program Description
The Marketing minor is designed to provide non-business majors to provide students with the fundamentals of the marketing discipline. The minor provides valuable, real-world knowledge and skills for students whose future careers will involve promoting and selling their goods and services. Students completing the Marketing Concentration within the Business Administration major cannot also obtain a Minor in Marketing. Please refer to the Business Administration section of this Catalog for requirements for the Marketing minor.

Marketing Minor Program Requirements (19-21 credit hours):

ECON 201	Microeconomics (3)
ECON 205	Macroeconomics (3)
MKT 240	Principles of Marketing (3)
MKT 348	Sales Management and Professional Selling (3)
MKT 442	Marketing Management (3)
MKT 450	Consumer Behavior (3)
Choose one:	
MKT 341	Integrated Marketing Communication (3)
MKT 344	Retail Management (3)
MKT 350	Sport Marketing (3)
MKT 449	Marketing Research (3)

MKT 495 Special Topics in Marketing (1-3)

Courses and Descriptions

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

MKT 240 Principles of Marketing (3)
An introductory survey of the marketing function: product design, distribution, pricing, and integrated marketing communication.

MKT 295 Special Topics in Marketing (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

MKT 296 Readings in Marketing (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

MKT 341 Integrated Marketing Communication (3)
Role of integrated marketing communications in business and society; concepts and strategy in the administration of marketing communications programs; budgets and media selection; evaluation of marketing communications effectiveness.

MKT 344 Retail Management (3)
Principles of retailing as applied to the marketing of goods and services to ultimate consumers. Store location, consumer behavior, promotion, and personal selling skills are examined. Purchasing practices and price setting for retail managers.

MKT 348 Sales Management and Professional Selling (3)
A study of basic personal selling techniques: steps in the selling process, buyer behavior, obligations, and personality factors in the selling process and overall management of the sales function.

MKT 350 Sport Marketing (3)
This course examines the world of sport as a business and will focus on attracting the overall community to the sport event as well as marketing within the event itself. The course will discuss the management of sports at professional, collegiate and special event levels focusing on the role marketing plays in planning and decision making in attracting fans and sponsors. Other topical areas will include: sports branding, athlete management, globalization, event sponsorship and marketing, media involvement, fantasy sports, sports vendors, sports innovations and the value and ROI of investing in sports.

MKT 442 Marketing Management (3)
This course uses case studies to examine marketing problems faced by companies. Students will examine the marketing function in detail and how it interrelates with other functional areas of the organization. Students will also examine case studies from a strategic management view and how marketing is a key component of a company's strategic plan. Prerequisite: MKT 240.

MKT 449 Marketing Research (3)
This course examines the methods of planning and conducting market research projects; analysis and interpretation of research data.

MKT 450 Consumer Behavior (3)
Study of business, consumer and non-profit organizational buying processes. Emphasis is placed upon understanding the internal and external determinants of buyer behavior, including its social, cultural, information processing and psychological aspects.

MKT 495 Special Topics in Marketing (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes. Prerequisite: MKT 240.

MKT 496 Readings in Marketing (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

MATHEMATICS (MATH)

Program Description
Mathematics is the body of knowledge centered on such concepts as quantity, structure, space, and change, and also the academic discipline that studies them. Students are not only expected to know the material, but through presentation opportunities, they demonstrate their understanding of the ideas. Either through small group projects in class or in-service projects for an outside entity, students have opportunities to lead and to serve. A math major has the opportunity to work with a local community agency using coursework and computer technology to aid them in their efforts. Recent graduates have focused on business or engineering school, but students can apply their analytical and problem-solving skills in any area of interest.

Mathematics Major Program Requirements (42 credit hours):
All major program requirements include Core and Cognate courses.

Mathematics Major Core (42 credit hours):
MATH 201 Calculus I (4)
MATH 202 Calculus II (4)
MATH 203 Calculus III (4)
MATH 301 Linear Algebra (4)
MATH 305 Discrete Mathematical Structures (3)
MATH 320 Real Analysis (4)
MATH 330 Probability (3)
MATH 498 Senior Capstone Project (3)

In addition, choose 10 additional MATH credits of your choice at the 300-level and above (4 of which must be at the 400-level) to reach a total of at least 42 credit hours for the major. Courses currently offered include:

MATH 300 History of Mathematics (3)
MATH 310 Differential Equations (4)
MATH 315 Operations Research (3)
MATH 391 Mathematics Internship (3)
MATH 402 Modern Abstract Algebra (4)
MATH 404 Modern Geometry (4)

To ensure your success in this major, the following General Education courses are required:
Creative and Expressive Arts: *Student choice*
Historical, Political and Multicultural Perspectives: *Student choice*
Quantitative Reasoning: *MATH 201 Calculus I (4)*
Scientific Knowledge: *Student choice*
Social and Behavioral Sciences: *Student choice*

Mathematics Minor Program Requirements (18 credit hours):
MATH 201 Calculus I (4)

MATH 202 Calculus II (4)

Choose one:
MATH 301 Linear Algebra (4)
MATH 402 Modern Abstract Algebra (4)

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

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

MATH 105 Quantitative Reasoning (3)
This course explores commonly used mathematical topics to develop reasoning skills. An interdisciplinary approach is used with examples from various academic fields. Topics include logical reasoning, introduction to statistical concepts, unit conversion, formulas and linear modeling, and probability.

MATH 110 College Algebra (3)
College algebra, including algebraic operations on polynomials and rational expressions, graphs and models, solutions of linear and quadratic equations, including the quadratic formula, inequalities, and systems of equations. Exponential and logarithmic functions and properties are included. Intended for students who need to improve their skills in algebra. Prerequisite: MATH 105 or acceptable placement score.

MATH 113 Trigonometry (2)
This is a pre-calculus course emphasizing the function concept. It includes a study of the properties and applications of trigonometric and inverse trigonometric functions. Other topics include identities, polar coordinates, and vectors. Technology will be used to make connections between concepts and demonstrate applications. Prerequisite: MATH 105 or acceptable placement score.

MATH 114 Precalculus Mathematics (4)
Topics in algebra, trigonometry, and functions that are essential for success in calculus. Intended for majors in a natural science and others who will go into the calculus sequence. Prerequisite: MATH 110 or acceptable placement score.

MATH 115 Principles of Geometry (3)
This course is designed to provide an in-depth understanding of the concepts of Euclidean geometry. The content topics include measurement in U.S. and metric units, conversion of units, formulas for perimeter, area, volume and surface area, similar triangles and proportions, transformations of area and volume, classification of geometric objects and shapes, properties of angles, lines and geometric objects, coordinate geometry, congruence, symmetry and constructions. Process skills will include problem solving, conjecturing, reasoning, finding counterexamples, communications, connections and representation. Topics will include but not be restricted to those aligned with the Ohio Learning Standards for grades 4-9. Offered in alternate years.

MATH 201 Calculus I (4)
The first of a three-course sequence in calculus covering limits, derivatives, antiderivatives and the definite integral, together with applications of these concepts. Transcendental functions are included with these topics. Prerequisite: MATH 113 or MATH 114.

MATH 202 Calculus II (4)
The second of a three-course sequence in calculus covering integration techniques and applications, indeterminate forms and improper integrals, and infinite sequences and series. Prerequisite: MATH 201.

MATH 203 Calculus III (4)

The third of a three-course sequence in calculus covering power series, parametric and polar equations, vectors, and multivariate calculus. Prerequisite: MATH 202.

MATH 235 Statistics (3)
This course introduces the fundamental concepts and methods of statistics, including data collection, descriptive statistics, probability, distributions, hypothesis testing, correlation, and simple linear regression.

MATH 295 Special Topics in Mathematics (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

MATH 296 Readings in Mathematics (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

MATH 300 The History of Mathematics (3)
Mathematics as it existed at various stages of history—Egyptian, Babylonian, Greek, Chinese, Hindu, Arabian, and Modern. Significant stages in the development of different branches of mathematics, such as geometry, algebra, and calculus. Variations in number systems, calculation methods and equation solving techniques, as well as contributions from underrepresented groups and from diverse cultures will be explored. Offered in alternate years. Prerequisite: A Math course numbered 113 or above.

MATH 301 Linear Algebra (4)
Vectors and vector spaces, linear transformations, isomorphism, matrix algebra, matrix eigenvectors, and determinants. Offered alternate years. Prerequisite: MATH 201.

MATH 305 Discrete Mathematical Structures (3)
Topics from graph theory, combinatorics, logic and set theory. Includes making conjectures and an examination of the structure of proofs. Offered in alternate years. Prerequisite: MATH 113 or MATH 114.

MATH 310 Differential Equations (4)
Methods of solution of ordinary differential equations, numerical computation and estimation techniques extended to algebraic expressions, selected applications, Laplace transforms and power series solutions to equations, fundamental matrix solutions, and series solutions. Prerequisite: MATH 203.

MATH 315 Operations Research (3)
Mathematical programming and models. Topics will include linear programming, integer programming, network models, game theory, and Markov chains. The main emphasis of the course will be to introduce students to the concepts of building models and applying these to a variety of situations. Students will be expected to build and implement models of their own using computer simulation for solutions. Offered in alternate years. Prerequisite: MATH 301.

MATH 320 Real Analysis (4)
This course is designed as a theoretical sequel to the calculus series. The study of sets, sequences and functions becomes a foundation for advanced study. Topics included are convergence of sequences, continuity and uniform continuity, derivative and integral, and some introductory topology. Prerequisite: MATH 201.

MATH 330 Probability (3)
A study of the fundamental concepts of probability, discrete and continuous probability distributions, independence, conditional probability, Bayes' theorem, joint densities, and mathematical expectations. Includes a unit on descriptive statistics and linear regression. Prerequisite: MATH 320.

MATH 391 Mathematics Internship (3)
An internship course is a supervised work experience related to a student's major or field of interest. It is cooperatively supervised by a college faculty member and a qualified person in the field where the student is working. A student must complete 40 hours of work for each academic credit hour. Graded Pass/Fail. Prerequisite: Mathematics courses numbered 300 or above and a major/ minor in Mathematics.

MATH 402 Modern Abstract Algebra (4)
A study of algebraic structures, this course includes an introduction to groups, rings, integral domains and fields, examining both concrete examples, and axiomatic structure. Offered alternate years. Prerequisite: MATH 201. MATH 305 is recommended.

MATH 404 Modern Geometry (4)
A re-examination of Euclidean geometry and an introduction to new geometries including classical non-Euclidean. Geometry is examined both as an axiomatic system and as a group of transformations. The understanding and application of the process of measurement is included. Offered in alternate years. Prerequisite: MATH 201.

MATH 495 Special Topics in Mathematics (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

MATH 496 Readings in Mathematics (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or read the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

MATH 498 Senior Capstone Project (3-4)
A senior project is required of all mathematics majors. Each student will complete an independent project under the supervision of a mathematics faculty member and present the results to the mathematics faculty and students. Seniors engaged in senior projects are expected to attend all presentations. Students investigate using a problem-solving approach to the investigation and demonstrate an understanding of mathematical content using everyday mathematical language. They must be able to make and evaluate mathematical conjecture and arguments and validate their own mathematical thinking.

McMASTER SCHOOL FOR ADVANCING HUMANITY (MCC)

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

MCC 371 First Year McMaster Learning Communities (1-3)
This course is only offered for those selected for the first year McMaster experience. McMaster courses integrate community-based research conducted with international or national partners and an off-campus field experience. McMaster student Scholars will participate in a learning community to develop an in- depth understanding of the issues surrounding the location of study and investigate community-defined needs within a multidisciplinary framework that includes but is not limited to study of the culture, history, arts, economics, and politics relative to the geographic and social environments. Each Scholar will complete a research project and produce a scholarly summary/product at the end of the academic term. Scholars are expected to present their findings during the Annual McMaster Colloquium/Academic Symposium. Enrollment in this course is required by and is restricted to approved McMaster Scholars. Graded Pass/Fail.

MCC 373 International McMaster Learning Communities (1-3)
McMaster courses integrate community-based research conducted with international or national partners and an off-campus, international, field experience. McMaster student Scholars will participate in a learning community to develop an in-depth

understanding of the issues surrounding the location of study and investigate community-defined needs within a multidisciplinary framework that includes but is not limited to study of the culture, history, arts, economics, and politics relative to the geographic and social environments. Each Scholar will complete a research project and produce a scholarly summary/product at the end of the academic term. Scholars are expected to present their findings during the Annual McMaster Colloquium/Academic Symposium. Enrollment in this course is required by and is restricted to approved McMaster Scholars. Repeatable for credit. Graded Pass/Fail

MCC 374 Local McMaster Learning Communities (1-3)
McMaster courses integrate community-based research conducted with international or national partners and an off-campus, local, field experience. McMaster student Scholars will participate in a learning community to develop an in-depth understanding of the issues surrounding the location of study and investigate community-defined needs within a multidisciplinary framework that includes but is not limited to study of the culture, history, arts, economics, and politics relative to the geographic and social environments. Each Scholar will complete a research project and produce a scholarly summary/product at the end of the academic term. Scholars are expected to present their findings during the Annual McMaster Colloquium/Academic Symposium. Enrollment in this course is required by and is restricted to approved McMaster Scholars. Repeatable for credit. Graded Pass/Fail

MINISTRY STUDIES (MNS)

Program Description
The Ministry Studies minor focuses on professional preparation for work in local church or church-related settings. The minor balances current theory and best practices with scholarship and application. Students in the Ministry Studies minor engage in experiential learning and research that equips them to work in a variety of local church or church-related positions and with various age levels and ministries or to enter seminary in preparation for ordained ministry.

Ministry Studies Minor Program Requirements (21 credit hours):

MNS 122	Foundations of Christian Religious Education (3)
MNS 150	Worship, Liturgy and Prayer (3)

Select 15 additional credits including 6 credits at the 300 level or higher

REL 201	Approaches to Religion (3)
REL 211	The Hebrew Bible (3)
REL 212	The New Testament (3)
REL 360	History of Christianity (3)
REL 497	Field Experience (3)
MNS 250	Program Development and Resource Theory (3)
MNS 295	Special Topics (1-3)
MNS 296	Readings in Ministry Studies (1-3)
MNS 310	Mediation and Conciliation (3)
MNS 353	Leadership and Group Work Theory (3)
MNS 395	Special Topics (1-3)
MNS 396	Readings in Ministry Studies (1-3)
MNS 397	Field Experience (3)
MNS 475	Administrative Policies and Practices (3)

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

MNS 122 Foundations of Christian Religious Education (3)
A foundational survey of biblical, theological, psychological, sociological, legal and historical elements of Christian religious

education. Students will learn to inter-relate and apply these foundational elements in practical settings, and develop a statement setting forth their philosophy of Christian religious education.

MNS 150 Worship, Liturgy and Prayer (3)
The course is an introductory exploration of (1) the meaning, role and practices of worship, sacrament, liturgy and prayer in religion with particular attention to Christianity, (2) changes in practice in response to changes in culture and society, and (3) creating fresh or refreshed worship and rituals for specific settings and populations.

MNS 250 Program Development and Resource Theory (3)
This course examines curriculum theory and practice from philosophical, theological, historical, and methodological perspectives. The course equips students with tools and techniques to observe and evaluate curricula, and to assess learning environments (including the reality of implicit and null curricula), and how those learning environments interact with written curricula. Students are required to apply concepts from this course in constructing programs for use within local church or church-related settings that include appropriate evaluation tools.

MNS 295 Special Topics in Ministry Studies (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

MNS 296 Readings in Ministry Studies (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

MNS 310 Mediation and Conciliation (3)
Mediation and Conciliation focuses on the third-party role of the mediator. The class explores the theories and practices of mediation and conciliation in the North American context. The class will develop the skills needed for mediation in formal and informal settings. Students will spend the first part of the semester learning theory and the development of basic skills. The second part of the class will be spent in mediation role play

MNS 353 Leadership and Group Work Theory (3)
Through a balance of research techniques and experiential approaches, students gain social-psychological and theological understanding of leadership styles and their effects as well as group processes. Skills are developed in identifying, diagnosing, and acting upon group and individual needs in varied situations including intra- and inter-group conflict. Students are introduced to the Meyers-Briggs Type Indicator as a tool for their leadership development. Project may include exercises with groups, including the use of videotaped recordings and receiving and giving feedback, and creation of professional and personal leadership development plans. Excellent elective for students already in campus or community leadership roles as well as those in majors that lead toward work environments requiring participation and coordination of teams or working groups such as health and wellness.

MNS 395 Special Topics in Ministry Studies (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

MNS 396 Readings in Ministry Studies (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

MNS 397 Field Experience (3)
A junior-level field placement for students minoring in Ministry Studies. Graded Pass/Fail.

MNS 475 Administrative Policies and Practices (3)
Thoughtful leadership, teaching skills, printed resources, adequate finances and institutional relationships are critical to the success of any educational program. In this course students will be introduced to issues in leadership theory, motivation, human resources, planning and budgeting, institutional structures, and institutional relationships. Students will develop their own theoretical approach to each of these issues through reading, class discussion, written reflection, and field-based practical application. Open to junior and senior level students. Recommended that Ministry Studies minors take the course with junior or senior level field work.

MOLECULAR BIOLOGY (MBIO)

Program Description
The Molecular Biology Major is a pre-professional program geared for those students interested in careers in medicine, research, veterinary science, pharmacy or similar professional careers. Please refer to the Biology, Chemistry, Economics, Management, Mathematics, Natural Science, Physical Science, and Psychology sections of this Catalog for course descriptions for the Molecular Biology major.

Major Program Requirements (81-82 credit hours):
All major program requirements include Core and Cognate courses.

Molecular Biology Major Core (32 credit hours):

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
BIO 358	Microbiology (4)
BIO 431	Molecular Biology (4)
BIO 480	Genetics (4)
BIO 481	Pathogenic Microbiology (4)

Select one set of Anatomy courses:

BIO 235	Human Anatomy and Physiology I (4)
BIO 236	Human Anatomy and Physiology II (4)
or	
BIO 357	Comparative Vertebrate Anatomy (4)
BIO 367	Vertebrate Physiology (4)

Molecular Biology Major Cognates (49-50 credit hours):

CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
CHEM 233/233L	Organic Chemistry I and Lab (4+1)
CHEM 234/234L	Organic Chemistry II and Lab (4+1)
CHEM 368	Biochemistry I (4)
CHEM 369	Biochemistry II (4)
MATH 201	Calculus I (4)
NSCI 378	Research Methods (2)
NSCI 498	Senior Capstone Project (3)
PHYS 210	General Physics I (4)
PHYS 220	General Physics II (4)
PSY 110	Introduction to Psychology (3)

Choose one:

NSCI 391	Internship (3)
NSCI 394	Cooperative Education (3)
NSCI 491	Internship (3)

Choose one:

MATH 306	Probability and Statistics (4)
PSY 230	Behavioral Statistics (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *MATH 306 Probability and Statistics (4) or PSY 230 Behavioral Statistics (3)*

Scientific Knowledge: *BIO 120 Principles of Biology I (4)*

Social and Behavioral Sciences: *PSY 110 Introduction to Psychology (3)*

MUSIC (MUS)

Program Description

Music Programs at DC view the arts as a catalyst for expression, creativity, and innovation. Our Music Minor is designed to develop these skills through focused musical study and engaging performance opportunities. The flexible nature of the Music Minor allows students to tailor their studies and performance experiences to align with their own musical interests and career goals.

The Music Minor is 18 credit hours, which includes course work, applied lessons, and ensemble requirements. Concentrations for the minor are offered in the areas of Voice; Strings, Woodwinds, Brass, and Percussion; and Piano. All music minors are accepted through an entrance interview with the Director of Music Programs and Assistant Director of Music Programs.

Music Minor Program Requirements (18 credit hours):

Music Minor Core (9 hours):

MUS 123	Music Theory (3)
MUS 124	Advanced Music Theory (3)

Choose one:

MUS 110	Survey of Western Music (3)
MUS 220	Conducting (3)
MUS 371	Music Leadership and Management (3)

Music Minor Concentrations (9 hours):

All Music minors must select one concentration and these requirements are concentration-specific:

Voice Concentration (9 hours):

MUS 108	Piano Skills (2) *
MUS 151	Voice (1) – must be taken twice for a total of 2 credit hours.

5 credit hours of any vocal ensemble, chosen from the following:

MUS 172	Choral Union (1)
MUS 173	College Choir (1)

Strings, Woodwinds, Brass and Percussion Concentration (9 credit hours):

MUS 108	Piano Skills (2) *

2 credit hours of Applied Lessons on primary instrument, chosen from the following courses:

MUS 152	Guitar (1)
MUS 153	Bass Guitar (1)
MUS 155	Violin (1)
MUS 156	Viola (1)

MUS 159 String Bass (1)
MUS 160 Cello (1)
MUS 161 Woodwinds (1)
MUS 162 High Brass (1)
MUS 163 Low Brass (1)
MUS 164 Percussion (1)

5 credit hours of any instrumental ensemble, chosen from the following courses:
MUS 171 Orchestra (1)
MUS 174 Symphonic Band (1)
MUS 176 Marching Band (1)
MUS 181 Jazz Band (1)

Piano Concentration (9 credit hours):
MUS 150 Piano (1) – must be taken 6 times for a total of 6 credit hours.

3 credit hours of any music ensemble, chosen from the following courses:
MUS 171 Orchestra (1)
MUS 172 Choral Union (1)
MUS 173 College Choir (1)
MUS 174 Symphonic Band (1)
MUS 176 Marching Band (1)
MUS 181 Jazz Band (1)

Students in the Voice and Strings, Woodwinds, Brass and Percussion concentrations may test out of Piano Skills and supplement those two credit hours through applied lessons or music ensembles. Piano Concentration students are not required to take Piano Skills unless recommended by the Director of Music Programs.

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

MUS 108 Piano Skills (2)
Piano Skills is intended for the beginner pianist with little to no experience playing the piano. This course will include hands-on performance and practice techniques, as well as short written assignments, basic music reading, and solo/group performances.

MUS 110 Survey of Western Music (3)
Designed to create an informed listener, this course covers the elements of musical sound, the history of Western music, and the evolution of American music genres, such as jazz, rock, pop, and film music. Significant trends, musical compositions, and composers/artists will be discussed within the context of historical, cultural and societal influences.

MUS 123 Music Theory (3)
Music Theory is an introduction to basic music reading skills, ear training, and sight singing. Students will develop an understanding of the relationships between pitch, rhythm, melody, harmony, texture, and form, as well as musical building blocks such as scales, intervals and triads. Students will apply this knowledge through performance by singing/playing an instrument and aural dictation.

MUS 124 Advanced Music Theory (3)

Advanced Music Theory is the second level in the Music Theory sequence. This course will focus on compositional techniques, part writing, and advanced aural skills. Performance practice will also be covered through regular singing and/or playing instruments. Prerequisite: MUS 123.

MUS 150 Piano (1-2)
Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 151 Voice (1-2)
Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 152 Guitar (1-2)
Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 153 Bass Guitar (1-2)
Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 155 Violin (1-2)
Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 156 Viola (1-2)
Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 159 String Bass (1-2)
Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course

cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 160 Cello (1-2)
Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 161 Woodwinds (1-2)
Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 162 High Brass (1-2)
Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 163 Low Brass (1-2)
Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 164 Percussion (1-2)
Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 170 Pep Band (1)
Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 171 Orchestra (1)
Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 172 Choral Union (1)
Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 173 College Choir (1)
Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 174 Symphonic Band (1)
Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 175 Percussion Ensemble (1)
Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 176 Marching Band (1)
Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 179 Men's Chorus (1)
Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 180 Voces Canticum (1)
Voces Canticum (formerly Women's Chorus) is open to all soprano and alto singers, regardless of gender or gender expression. Varied styles of music will be sung and no audition is required. The choir will perform at the Oscar Jones Choral Festival in the autumn, a holiday concert in late November, and a spring concert in late spring. Other on-campus performance opportunities often arise during the semester, such as singing the National Anthem at athletic events. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be
earned.

MUS 181 Jazz Band (1)
Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 220 Conducting (3)
This course will introduce basic conducting techniques including: baton technique, meter patterns, cueing and expressive gestures, score reading/interpretation and preparation, and rehearsal techniques. With these tools, students will begin to appreciate the relationship between gesture and sound. There will be instrumental and vocal conducting opportunities for all students depending on interest. Prerequisite: MUS 123.

MUS 230 History of Rock and Roll (3)
The History of Rock and Roll encompasses the powerful effect that popular music has on culture. Since the advent of the 20th century, popular music has become both definitive and at the same time expressive of the social, emotional, economical, spiritual, and political climate of people worldwide. The course will trace the roots of popular music from the 1920s to present day, focusing on the changes and expressions of global societies. Though "Rock and Roll" is often seen as an American invention, this course will dig deeply into the roots of human expression through music worldwide. The course will transcend both inter-continental influences and cross generational boundaries throughout human history in the discovery of a medium that remains central to the human experience.

MUS 231 History of Sacred Music (3)
The history of music series studies the development and literature of specific genres. History of Sacred Music is a survey style course, including topics from Gregorian chant and the early mass to modern day praise music. Includes attending services or performances including sacred music.

MUS 232 History of Musical Theatre (3)
The history of music series studies the development and literature of specific genres. History of Musical Theatre is a survey style course, ranging from the ancient Greeks to modern day, studying the art of story through song. Attending live performances is included.

MUS 295 Special Topics in Music (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

MUS 296 Readings in Music (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

MUS 371 Music Leadership & Management (3)
Music Leadership & Management will develop skills for working in non-profit, government and professional music organizations. Topics will include program development, music industry standards and artist contracting, as well as the business aspects of marketing, fundraising, budgeting, and advocating for the arts.

MUS 495 Special Topics in Music (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

MUS 496 Readings in Music (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

NATURAL SCIENCE (NSCI)

Courses and Descriptions

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

NSCI 199 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

NSCI 200 Earth in the Cosmos (4)
NSCI 200L Earth in the Cosmos Lab (0)

This course is designed to meet the life science requirement for non-science majors. This class allows for the exploration of the scientific method, the development of hypotheses, and an understanding of the physical universe through observation, investigation, and inference. The students will gain an appreciation for the physical mechanisms of the universe and the synergistic links between these processes, the natural sciences, and human culture. A laboratory component is required.

NSCI 201 The Development of Life on Earth (4)
NSCI 201L The Development of Life on Earth Lab (0)

This course is designed to meet the life science requirement for non-science majors. Areas of emphasis are the cell, inheritance, evolution, animal anatomy and physiology, and ecology. Particular attention will be given to the human species and how it fits in the environment. A laboratory component is required.

NSCI 220 Inquiry in Science (4)
NSCI 220L Inquiry in Science Lab (0)

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

NSCI 250 Environmental Health and Toxicology (3)

Principles of environmental health and toxicology with a focus on environmental, industrial, and natural chemicals. Topics include fate and effects of chemicals in organisms and the environment, air pollutants, insecticides, aquatic toxicology, endocrine disruptors, biomarkers and bioassays, and risk assessment. Prerequisites: BIO 129 and CHEM 124, both with grades of "C" or higher.

NSCI 295 Special Topics in Science (1-3)

Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

NSCI 296 Readings in Science (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

NSCI 299 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

NSCI 310 Geographic Information Systems (4)
NSCI 310L Geographic Information Systems Lab (0)
This course serves as an introduction to Geographic Information Systems (GIS) focusing on both the theory behind and application of GIS to a variety of fields. Applications in education, business, social sciences, and natural sciences will be covered through training using ESRI's ArcGIS software. Two 50-minute lectures; One 3 hour and 50-minute laboratory per week. Offered spring of alternate years.

NSCI 311 Geographic Information Systems II (4)
NSCI 311L Geographic Information Systems II Lab (0)
This course serves as an intermediate course in Geographic Information Systems (GIS) focusing on spatial analysis. Applications in education, business, social sciences, and natural sciences will be covered through training using ESRI's ArcGIS software. Prerequisite: NSCI 310.

NSCI 378 Research Methods (2)
This course helps to prepare students with the scientific research skills that will be necessary for a successful capstone experience, and in their professional career. Topics covered include methods for finding and accessing scientific literature, preparing an annotated bibliography, working with data, figures and statistics, scientific writing methods, peer review, and preparing oral and poster presentations.

NSCI 380 Global Sustainability (3)
This interdisciplinary course explores those factors that are key indicators of global environmental conditions including food/agriculture development, energy consumption/ production, atmospheric conditions and issues of hydrology, trends in biodiversity, and health, social and population concerns. Each of these concepts is observed not only from the perspective of current conditions but looking at the evolution of conditions from past to future. The course uses this knowledge base to support study of the shift from current condition to global sustainability and the roles of society, business and government in that cultural evolution. Prerequisite: NSCI 220.

NSCI 391 Internship
Natural Science faculty realize the value of a field-type experience in today's educational curriculum. Faculty also realize that enabling a student to have a valuable educational experience at the on-site location, the basic courses which will allow the work experience to be an enlightening and expandable part of education must have been taken. The following criteria have been established by the Natural Science faculty for students desiring science credit while enrolled in cooperative education or an internship; (1) Students must achieve junior standing. (2) Students must not be on academic probation. (3) Students will meet with appropriate staff members of the Division and present a rationale indicating how the work experience will enhance their science education. If the rationale for cooperative education or an internship is acceptable and meets the criteria above, the staff will approve the proposal. Upon completion of the educational experience, the student will present a seminar for the faculty and students as a part of a regularly scheduled Natural Science seminar. Following the completion of the seminar presentation, the student will be graded.

NSCI 394 Cooperative Education
Natural Science faculty realize the value of a field-type experience in today's educational curriculum. Faculty also realize that enabling a student to have a valuable educational experience at the on-site location, the basic courses which will allow the work experience to be an enlightening and expandable part of education must have been taken. The following criteria have been established by the Natural Science faculty for students desiring science credit while enrolled in cooperative education or an internship; (1) Students must achieve junior standing. (2) Students must not be on academic probation. (3) Students will meet with appropriate staff members of the Division and present a rationale indicating how the work experience will enhance their science education. If the rationale for cooperative education or an internship is acceptable and meets the criteria above, the staff will approve

the proposal. Upon completion of the educational experience, the student will present a seminar for the faculty and students as a part of a regularly scheduled Natural Science seminar. Following the completion of the seminar presentation, the student will be graded.

NSCI 399 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

NSCI 495 Special Topics in Science (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

NSCI 496 Readings in Science (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

NSCI 498 Senior Capstone Project (2-4)
A senior capstone project is required of all Natural Science majors and can be completed by either completing an independent research project under the supervision of a Natural Science faculty member or by presenting the research during a Natural Science seminar during the senior year. If circumstances preclude a student from completing an independent research project, the following method can be used to fulfill the requirement. During the junior year a student prepares a literature analysis and review of a specific topic approved by two Natural Science faculty members. During the senior year the student will present a Natural Science seminar covering the topic.

NURSING (NRS)

Program Description
The major in Nursing at Defiance College leading to the BSN degree is a completion program designed for Associate Degree or diploma nurses who graduated from an accredited nursing program and have a current active RN license or are able to obtain an active RN license prior to the first clinical course at Defiance College. Students must also have a GPA of 2.5 or higher to be admitted into the program. Students must complete the required Defiance College General Education Curriculum courses. Nursing major courses are offered in an eight-week online format in the fall and spring semester, and in the summer semester on an as-needed basis. Baccalaureate prepared nurses have a broad base of learning that combines the technical aspects of nursing with the leadership skills necessary to lead in today's dynamic health care environment. Students will gain additional knowledge in the liberal arts and take nursing courses to prepare them for leadership positions.

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

NURSING MAJOR REQUIREMENTS (24 credit hours):
A grade of C or higher is required in all nursing courses, and a 2.50 GPA is required in order to be admitted or remain in the Nursing program.

NRS 365	Nursing in a Globalized World (3)
NRS 380	Nursing Informatics (3)
NRS 400	Nursing Transitions (3)
NRS 415	Nursing Research (3)
NRS 475	Community Health Nursing (3)
NRS 476	Community Nursing Clinical (3)
NRS 480	Nursing Leadership and Management (3)
NRS 498	Nursing Leadership Capstone (3)

Important Notes regarding the BSN Completion Curriculum:

- The initial course in the nursing major is NRS 400 Nursing Transitions.
- The final courses in the nursing major are NRS 480 Nursing Leadership and Management and NRS 498 Nursing Leadership Capstone.
- All students must complete a minimum of 30-hours in residency at Defiance College. Additional hours beyond the 24-hours listed in the major above may be required to complete degree requirements.
- Must complete 120 total credit hours (includes transferred credit hours)
- If the student has been out of formal education for 5 years or more, it is highly recommended that they take a computer or keyboard course before attempting the nursing major.
- Must complete all Defiance College's baccalaureate General Education liberal arts curriculum requirements for graduation.
- Completion may be realized in 12 months for full time students. Students who are part time have up to five years to complete the nursing major requirements.
- Additional fees are a part of agency requirements for all clinical experiences. See nursing handbook for all additional fees.

PRE-BACHELOR OF SCIENCE IN NURSING (1+2+1 PROGRAM) IN PARTNERSHIP WITH NORTHWEST STATE COMMUNITY COLLEGE

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

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

To be eligible to transfer into the Northwest State Community College RN program, students must have:

- A cumulative GPA at Defiance College of at least a 2.5;
- A grade of 'C' or better in NRS 101 or have nurse aide certification;
- At least a grade of "C" or better in the following classes:
    - BIO 235 Human Anatomy and Physiology I;
    - ENGL 125 Composition I
    - MATH 105 or higher
    - PSY 110 Introduction to Psychology.
    - PSY 220 Lifespan Development
    - NRS 100 Intro to Nursing and Healthcare
- Certification in a BLS program from the American Heart Association;
- Earn State Tested Nursing Assistant (STNA) certification;
- Pass the NLN Preadmission Exam (PAX-RN) and achieve in the 50th percentile in each area tested. The PAX-RN tests in the area of Science, Math and Verbal ability. Students who do not achieve in the 50th percentile in all areas tested must wait 6 months to retest. PAX-RN exam can only be taken two times.
- Completed high school Biology with Lab and received a minimum grade of 'B' or, if they received a 'C' in high school Biology they must have an ACT science score of 24 or higher. If students do not meet these minimums, they must take BIO 120 and pass with at least a grade of 'C' or better.
- Completed high school Chemistry with Lab and received a minimum grade of 'B' or, if they received a 'C' in high school

Chemistry they must have an ACT science score of 24 or higher. If students do not meet these minimums, they must take CHEM 113 and pass with at least a grade of 'C' or better. Note that if students are exempt from taking CHEM 113 or its equivalent before being admitted to the Northwest State RN program, they must take CHEM 113 or its equivalent before being admitted at DC into the RN to BSN completion program.

To be admitted into the BSN completion program upon their return to Defiance College, students must successfully complete the NCLEX-RN Exam after their third year and have at least a 2.5 GPA. They must have completed ENGL 225 Composition II, CHEM 113 Chemistry Around Us, a Creative or Expressive Arts General Education course, and a Historical, Political or Multicultural Perspectives General Education course to finish out their BSN requirements, or plan to complete these requirements at Defiance College in their final year.

During students' enrollment at Northwest State Community College, they will remain dual-enrolled at Defiance College by registering for GEN 399 Affiliated Program (0) that will allow them to keep their email addresses, myDC access and services to students including using the George M. Smart Athletic Center. This affiliated program course has zero credit hours associated with it.

Please refer to the 1+2+1 Handbook for the Nursing Program for the plan of study, program check-list and PAX testing information.

PRE-BACHELOR OF SCIENCE IN NURSING (1+2+1 PROGRAM) IN PARTNERSHIP WITH RHODES STATE COLLEGE
In partnership with Rhodes State College, Defiance College offers a BSN in a four-year format for students with no prior college experience. The first year is taken at Defiance College (courses listed below). For their second and third years, students will transfer to Rhodes State College and complete the Associate of Applied Science Degree/RN program. Students will transfer back to Defiance College after completing the Associate of Applied Science Degree Program at Rhodes. To be admitted into the RN to BSN completion program upon their return to Defiance College, students must successfully complete and pass the NCLEX-RN Exam after their third year and before the first clinical course at Defiance College, and be in good academic standing.

Eight (8) seats in the RN program will be guaranteed to students who complete the first year at Defiance College, meeting all the requirements below and start at Rhodes State in the fall semester. Five (5) seats are guaranteed to Defiance College students who meet the requirements below and wish to start in the spring semester at Rhodes. Availability of seats in the Rhodes State program are competitive and students will be notified after review of the full first year transcript on or about June 1, pending nurse aide certification. Students who meet requirements but do not receive one of the guaranteed spaces in the 1-2-1 program may still be accepted into the Rhodes State nursing program on a space available basis.

To be eligible to transfer into the Rhodes State College RN program, students must have:

- A cumulative GPA at Defiance College of at least a 2.5;
- A grade of 'C' or better in NRS 101 or have nurse aide certification;
- At least a grade of "C" or better in the following classes:
    - BIO 235 Human Anatomy and Physiology I;
    - ENGL 125 Composition I
    - MATH 105 Quantitative Reasoning or higher
    - PSY 110 Introduction to Psychology.
    - PSY 220 Lifespan Development
    - NRS 100 Intro to Nursing and Healthcare
- Certification in a BLS program from the American Heart Association;
- Complete State Tested Nursing Assistant (STNA) course with a C or better and obtain certificate of completion;
- Completed high school Biology with Lab and received a minimum grade of 'B' or, if they received a 'C' in high school Biology they must have an ACT science score of 24 or higher. If students do not meet these minimums, they must take BIO 120 and pass with at least a grade of 'C' or better.

Chemistry they must have an ACT science score of 24 or higher. If students do not meet these minimums, they must take CHEM 113 and pass with at least a grade of 'C' or better. Note that if students are exempt from taking CHEM 113 or its equivalent before being

admitted to the Rhodes RN program, they must take CHEM 113 or its equivalent before being admitted at DC into the RN to BSN completion program.

To be admitted into the BSN completion program upon their return to Defiance College, students must successfully complete the NCLEX-RN Exam after their third year and have at least a 2.5 GPA. They must have completed ENGL 225 Composition II, CHEM 113 Chemistry Around Us, a Creative or Expressive Arts General Education course, and a Historical, Political or Multicultural Perspectives General Education course to finish out their BSN requirements, or plan to complete these requirements at Defiance College in their final year.

During students' enrollment at Rhodes State College, they will remain dual-enrolled at Defiance College by registering for GEN 399 Affiliated Program (0) that will allow them to keep their email addresses, myDC access and services to students including using the George M. Smart Athletic Center. This affiliated program course has zero credit hours associated with it.

Please refer to the 1+2+1 Handbook for the Nursing Program for the plan of study, program check-list and TEAS testing information.

PRE-BACHELOR OF SCIENCE IN NURSING REQUIREMENTS TAKEN AT DEFIANCE COLLEGE (48 Hours):

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

BIO 235	Human Anatomy and Physiology I (4)*
CHEM 113	Chemistry Around Us (4)
ENGL 125	Composition I (3)*
MATH 105	Quantitative Reasoning or higher (3)*
NRS100	Intro to Nursing and Healthcare (2)*
NRS 101	Nurse Aide Certification (2)*
NRS 365	Nursing in a Globalized World (3)
NRS 380	Nursing Informatics (3)
NRS 400	Nursing Transitions (3)
NRS 415	Nursing Research (3)
NRS 475	Community Health Nursing (3)
NRS 476	Community Nursing Clinical (3)
NRS 480	Nursing Leadership and Management (3)
NRS 498	Nursing Leadership Capstone (3)
PSY 110	Introduction to Psychology (3)*
PSY 220	Lifespan Development (3)*

** Required for the Associate of Applied Science Degree in Nursing at Northwest State and Rhodes State College.*

Along with nursing core courses the following courses must also be completed at the respective colleges if not already completed:

Northwest State Community College

BIO 232	Human Anatomy and Physiology II (4)
BIO 257	Microbiology (4)
ENGL 112	Composition II (3)
BIO 131	Nutrition (3)
STA 120	Introduction to Statistics (3)

Rhodes State College

BIO 1120	Human Anatomy and Physiology II (4)
COM 2400	Composition and Literature (3)
MTH 1260	Statistics
NSG 1220	Principles of Nutrition (2)

Courses and Descriptions

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

NRS 100 Intro to Nursing & Healthcare (2)
This course will introduce students to the field of Nursing, in preparation for a 2-year Registered Nursing program at an affiliation institution. Students will learn about the History of Nursing; the Scope of Practice, Laws, and Rules; Medical Ethics; Professionalism, the Nursing Process, Effective Communication; Time-Management and Prioritization; and Evidence-Based Practice. Introductory skills such as taking Vital Signs, Basic Calculations, Infection Control, Patient Safety, Basic Health Assessment skills, Sterile Concepts, Medical Terminology, and Documentation will be presented. Students who successfully complete this course with a "C" or better will be prepared to enter the first semester of a Registered Nursing program at an affiliated 1+2+1 program.

NRS 101 Nurse Aide Certification (2)
An introductory course in which students learn the basics of health care delivery and are able to work in a variety of health care settings. Upon completion students will be eligible to sit for the state certification exam. Out-of-pocket fees apply for preclinical vaccines and testing, if not covered by student's health insurance, and for a Background Check. For those seeking licensure, an extra fee will need to be paid to the D&S Diversified/TMUniverse for the exam. 16 hours of clinical (Two 8-hour days) will be held off campus.

NRS 295 Special Topics in Nursing (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

NRS 296 Readings in Nursing (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

NRS 365 Nursing in a Globalized World (3)
This course will focus on the global aspects of health care delivery. Country comparisons will be completed and students will provide an analysis of a selected country's health care system. The U.S. health care delivery system will be studied in relation to its increasing diverse population groups. Administrative, workforce, client, and funding issues will be addressed. Prerequisite: NRS 400 (may be taken concurrently depending on nursing experience and with permission by the Director of Nursing).

NRS 380 Nursing Informatics (3)
This course will review the evolution of nursing informatics and beginning concepts used in the management and processing of data, including the information and knowledge to support nursing practice. Students will be introduced to the hardware, software, databases and communication systems. Concepts related to information literacy, computerized information systems, evaluation of online health resources, issues and trends in informatics and emerging technologies will be explored. Prerequisite: NRS 400 (may be taken concurrently depending on nursing experience and with permission by the Director of Nursing).

NRS 400 Nursing Transitions (3)
This course is designed for the RN who is making the transition to baccalaureate nursing. The course focuses on gathering, analyzing and synthesizing information obtained in the delivery of health care and on looking beyond the medical field into other areas that may impact the health and well-being of clients.

NRS 415 Nursing Research (3)
This course focuses on nursing research in the context of evidence-based practice. Nursing theories and nursing literature will be examined in the relationship to nursing practice. Students will be expected to critically evaluate articles in the nursing literature.

Ethical considerations will also be discussed. Prerequisite: NRS 400 (may be taken concurrently depending on nursing experience and with permission by the Director of Nursing).

NRS 475 Community Health Nursing (3)
This course focuses on maintaining the health and well-being of individuals and groups of individuals. Topics for discussion include a collaborative approach to health care, transcultural nursing, health promotion activities, quality assurance and the evolution of community and population based-nursing. Prerequisite: NRS 400 (may be taken concurrently depending on nursing experience and with permission by the Director of Nursing). Corequisite: NRS 476.

NRS 476 Community Nursing Clinical (3)
This course is the clinical component of Community Health Nursing. It will include clock hours of clinical that are in alignment with CCNE accreditation standards and take place within the students' local health department. The nursing program will secure a clinical site for the student within their state of nursing practice. It will include a formal paper including data from the community's assessment and a clinical project agreed upon by the agency and the student to serve the needs of an underserved population. A formal paper and a presentation are required. Agency requirements may incur additional fees.

NRS 480 Nursing Leadership and Management (3)
This course focuses on managerial and leadership principles in the health care setting. Topics for discussion include strategic planning, organizational structure and culture, communication, conflict resolution, budget planning and evaluation, human resource issues, power and politics and teambuilding. This is to be scheduled within the final semester of the student's RN to BSN completion program. Corequisite: NRS 498.

NRS 495 Special Topics in Nursing (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

NRS 496 Readings in Nursing (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

NRS 498 Nursing Leadership Capstone (3)
This course is a final measure of the nurse's knowledge, Skills, and Attitudes of the professional nurse in a health care setting. Under the direction and mentoring of a Chief Nursing Officer (CNO) the following leadership and management skills will be observed: strategic planning, organizational structure and culture, communication, conflict resolution, budget planning and evaluation, human resource issues, power and politics, teambuilding and working with collaborative multidisciplinary teams. The nursing program will secure a clinical site for the student within their state of nursing practice and the student will be responsible for working with the CNO to include clock hours of clinical that are in alignment with the CCNE accreditation standards and working with the CNO for a PICOT project (Population/Patient, Intervention/Indicator, Comparison/Control, Outcome, and Time). This is to be agreed upon by the CNO and nursing student. A final paper and presentation of the PICOT project is required. Prerequisite: This is to be the capstone and should therefore be scheduled as the last course in the student's final term. Agency requirements may incur additional fees.

ORGANIZATIONAL SUPERVISION AND LEADERSHIP (OSL)

Program Description
A major in Organizational Supervision and Leadership is available only as a completion program for individuals having obtained 60 hours of college credit. It is not available as a stand-alone major. The goals of the program are to provide courses in business that will add value to an Associate's degree from an accredited two-year institution. Students will develop an understanding and knowledge in the functional areas of business including the ethical principles and concepts of those functional areas. Students finishing the OSL bachelor's degree program will be able to assume first-line or higher management positions with the skills, knowledge and abilities to

make ethically informed operational decisions. All courses in this program are offered 100% online and in a compressed calendar format as detailed at the front of this Catalog under the Academic Calendar section.

Organizational Supervision and Leadership Major Program Requirements (42 Hours):
All major program requirements include Core and Cognate courses.

Organizational Supervision and Leadership Major Core (27 Hours):

ACCT 221	Financial Accounting (3)
ACCT 222	Managerial Accounting (3)
BUS 228	Business Communications (3)
BUS 498	Business Capstone Seminar (3)
MGT 331	Organizational Behavior (3)
MGT 332	Human Resource Management (3)
MGT 340	Managing Teams in Organizations (3)
MGT 470	Leadership and Managing Change (3)
MKT 240	Principles of Marketing (3)

Organizational Supervision and Leadership Major Cognates (6 credit hours):

ECON 201	Microeconomics (3)
ECON 205	Macroeconomics (3)

Organizational Supervision and Leadership Electives – choose three (9 credit hours):

ACCT 321	Intermediate Accounting I (3)
BUS 365	International Business (3)
BUS 425	Entrepreneurship (3)
MGT 375	Project Management (3)
MKT 348	Sales Management and Professional Selling (3)
MKT 442	Marketing Management (3)
LDR 240	Principles of Organizational Leadership (3)
LDR 376	Leadership and the Individual (3)
LDR 476	Readings in Leadership (3)
LDR 477	Case Studies in Leadership (3)

PHYSICAL SCIENCE (PHYS)

Courses and Descriptions

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

PHYS 100 Physical Science (4)
PHYS 100L Physical Science Lab (0)
An exploration of the physical universe (physics, chemistry and astronomy) with the purpose of helping the student develop an understanding and appreciation of physical phenomena. Mathematics used includes arithmetic and elementary algebra. Three class periods and one laboratory period per week. Offered in alternate years.

PHYS 195 Physical Science Concepts (4)
PHYS 195L Physical Science Concepts Lab (0)
This class allows for the exploration of the development of modern scientific thought, specifically the development of physical science concepts. Students will gain an appreciation of how the scientific method facilitates an understanding of the physical universe through observation, investigation, and inference. The students will explore the physical mechanisms of the universe and the synergistic links between these processes, the human culture.

PHYS 202 Introduction to Geology (4)
PHYS 202L Introduction to Geology Lab (0)
This course explores the relationships between human beings and their geological environment. The earth is viewed as a dynamic planet affected by sudden, violent events such as volcanic eruptions, earthquakes, and floods, as well as by slower processes operating over long time spans that create, move, and destroy continents and oceans. Topics will include (1) geological hazards such as earthquakes, volcanoes, and flooding, (2) soil, water, and air pollution, and (3) the formation of minerals, rocks, soil fossil fuels, and other natural resources. Offered in alternate years.

PHYS 210 General Physics I (4)
PHYS 210L General Physics I Lab (0)
Introductory course in physics covering the topics of mechanics, sound and heat. Three class periods and one laboratory period per week. Offered in alternate years. Prerequisite: MATH 114.

PHYS 220 General Physics II (4)
PHYS 220L General Physics II Lab (0)
Introductory course in physics covering the topics of electricity, magnetism, optics, atomic and nuclear physics. Three class periods and one laboratory period per week. Offered in alternate years. Prerequisite: PHYS 210.

PHYS 251 Calculus Physics I (4)
PHYS 251L Calculus Physics I Lab (0)
This calculus-based course surveys fundamental laws and phenomena of mechanics, vibrations and waves, and selected topics in heat and fluids. Emphasis will be placed on the mathematical analysis of physical problems using calculus. The problems will involve physics applications to engineering when possible. Labs will complement these ideas. Prerequisite: One year of high school physics and Grade of "C" or better in MATH201.

PHYS 252 Calculus Physics II (4)
PHYS 252L Calculus Physics II Lab (0)
This calculus-based course surveys fundamental laws and phenomena of electricity, DC and AC electronic circuits, magnetism and selected topics in optics. Emphasis will be placed on the mathematical analysis of physical problems using calculus. The problems will involve physics applications to engineering when possible. Labs will complement these ideas. Prerequisite: Grade of "C" or better in PHYS 251 and MATH202

PHYS 295 Special Topics in Physical Science (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

PHYS 296 Readings in Physical Science (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

PHYS 495 Special Topics in Physical Science (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

PHYS 496 Readings in Physical Science (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

POLITICAL SCIENCE (POL)

Program Description

Political science is the study of who rules, on whose behalf is power used, and the way power is organized. Courses in political science analyze how government and politics operate at multiple levels of society and explore the various ways human beings have organized our political lives.

The goal of the political science department is to cultivate critical examination of political systems, rhetoric, and foundational principles of our shared political life. Courses ask students to reflect on the perennial question of politics: what is the best way to live? To go about answering this question requires students to understand a wide, diverse range of perspectives and theories regarding such principles as: republicanism, citizenship, liberty, equality, security, and justice

Political Science Minor Program Requirements (18 credit hours):

Choose one:

POL 130 – Introduction to American Government (3)
POL 255 – Democracy in America (3)

Choose two:

POL 331 – The American Presidency (3)
POL 332 – Supreme Court of the United States (3)
POL/HIST 336 – History of the Constitution (3)
POL 371 – Constitutional Law (3)
POL 338 – Religion and the Constitution (3)

Choose two:

POL 350 – Ancient/Medieval Political Thought (3)
POL 351 – Modern Political Thought (3)
POL 356 – Political Justice (3)
POL 357 – Superhero Ethics (3)
POL 358 – Friendship (3)

3 additional credits in POL courses that are not used to meet the above requirements.

Courses and Descriptions

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

POL 130 Introduction to United States Government (3)

This course will provide students with an introduction to the United States Constitutional system. Students will study the historical and intellectual origins, structure and purpose, branches of government, and other topics used by political scientists to study the United States government. Special attention will be given to the rights and responsibilities of citizens in the republic.

POL 255 Democracy in America (3)

What is the origin of the belief in the value of the individual, the idea that every person has the right to pursue their own happiness, and that the government exists for the benefit of the governed? How do we balance the requirements of national security with individual liberty? What does it mean to be free in a democratic republic? This course introduces students to these kinds of perennial questions within the history of American Political Thought. By turning back to see from where we have come, we will engage with thinkers who have molded the way that we think in the 21st century, but, perhaps more importantly, continue to mold the way we think and act. The purpose of this engagement is to develop an understanding of the United States republic, not just as a set of institutions, but as an idea - an experiment in self-governance - that has been challenged continuously since its inception.

POL 295 Special Topics in Political Science (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

POL 296 Readings in Political Science (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

POL 325 Public Opinion and Propaganda (3)
Formation of public opinion in a democracy and its role. Analysis of mass communication and the uses of propaganda in democratic and non-democratic states. Focus will be on intention, message and effects of uses of propaganda. Offered in alternate years.

POL 331 The American Presidency (3)
Federalist Number 70 argues that energy is necessary in the executive branch of government. But what does this mean in practice and how should we understand an energetic executive independent of a despotic or tyrannical executive? This course explores some of the theoretical foundations of the American presidency, the historical development of the United States presidency, and the way that presidents define political time in the United States. We will explore the principles of executive authority and how they are applied to republican government as well as the ways in which certain presidents have redefined the presidency. This reshaping process resulted in centering the American presidency at the heart of the American republic, for better or ill.

POL 332 Supreme Court of the United States (3)
Federalist 78 calls the Supreme Court the "Least Dangerous Branch." And yet, in contemporary politics, a ruling from the Supreme Court has the ability to dramatically change the political landscape. This course explores the principles, organization, procedures, and activities of the U.S. Supreme Court. Topics may include appointments, public opinion, agenda-setting, oral argument, decision-making, opinion writing, and the Court's relationship to other institutions including lower courts and the legislative and executive branches.

POL 336 History of the Constitution (3)
This course focuses on the historical ideas, events, and perceptions that led to the creation of the U.S. Constitution. Special emphasis will be placed on the motivations of the framers, the rationale of the Federalists and anti-Federalists, the Bill of Rights, the evolution of the government including the key concepts of liberty and freedom. Moreover, the course incorporates a degree of flexibility, which will allow for the accommodation of themes or issues in constitutional history that are of particular interest to the class participants. Offered in spring of even alternate years. Cross-listed with HIST 336.

POL 337 Comparative Social and Political Systems (1)
Serving as an overview of selected social and political systems worldwide, this course provides students with the opportunity to reflect upon macro-level policy issues that affect US and global populations. The students will use the experiences that they have had through the course pre-requisites to compare world and U.S. social and political systems. Insight and experiences from Defiance College faculty, community members, and students will be shared and discussed in order to relate "on-the-ground" learning experiences to current theories and models related to global political and social systems. Offered in spring semesters. Prerequisites: MCC 371, 372, 373, 374 or 375; and either HIST 336 or POL 130.

POL 338 Religion and the Constitution (3)
Examination of the relationship between religion and the Constitution with special consideration to debates around freedom of conscience and freedom of speech. This course is going to explore ideas of toleration, its importance to a liberal society, and then examine the ways in which the Supreme Court has ruled regarding the freedom of religion clauses in the First Amendment.

POL 350 Ancient/Medieval Political Thought (3)
Political philosophy, at its core, means the 'love of wisdom about the life in the city' or, even simply, 'wisdom about the political life.' The origin of political philosophy is in ancient Athens, specifically with Socrates of whom Cicero said he, "took philosophy down

from the heavens and introduced it into the life of the city." What would be the purpose of doing such a thing? In order to explore the relationship between philosophy and politics, its ramifications for Western civilization, and its continued impact on modernity, we must examine some of the seminal works from antiquity and/or the medieval period. This class will be reading intensive and will challenge students to consider the nature of politics, the relationship between the state and the individual as well as between individuals, and on the nature of justice. We shall explore challenging questions such as: what do individuals owe to each other, is justice an individual or communal experience, what is the best political regime, what is human happiness, what does it mean to be a good citizen, and most fundamentally, what is the best life for a human being?

POL 351 Modern Political Thought (3)
This course focuses on the nature and purpose of political association as it has been understood since the birth of modernity in the 16th century through the present day. This course will cover the intellectual history from the Italian Renaissance and World War 1 with a particular consideration on the development of liberalism, its critics, and the ways in which liberalism has informed modern republicanism.

POL 356 Political Justice (3)
This course will examine multiple meanings of justice within a political framework. Students will be tasked with exploring a wide range of perspectives within political philosophy to address the Platonic political question: what is justice? Topics that may be explored include: justice as power, justice as fairness, justice as balance, justice as proportionality, and justice as happiness. This is a reading and writing intensive course.

POL 357 Superhero Ethics (3)
Should Batman never kill his opponent regardless of how much harm that villain does? Should Superman always aspire to save mankind? How many people can be considered collateral damage if your goal is the elimination of war? Do you answer to a higher moral authority or to the political choices of your state? This course asks students to examine multiple theories of ethics within the tradition of political philosophy and to apply those theories to fictional stories about, in Nietzsche's language, übermenschen - those beyond mere human beings. The goal of this course is to expand students' understanding of ethical theories and to identify ways in which those theories operate in our cultural, public square.

POL 358 Friendship and Love (3)
Aristotle claims that we would not choose to live a life, even if it had all other goods, if it did not have friendship. This course takes up the question of friendship and the role that it plays in our political lives. It asks students to read a wide range of perspectives on the nature of friendship and love in order to answer questions such as: What is it about the nature of friendship that seems to give it such primacy in human life? What makes a good friend? What makes a bad one? What is the role of love in our lives?

POL 371 Constitutional Law (3)
A study of the U.S. constitution through analysis of major Supreme Court decisions and the impact of those decisions upon the American political process. Offered in alternate years.

POL 495 Special Topics in Political Science (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

PSYCHOLOGY (PSY)

Program Description
Students who major in Psychology will acquire a broad understanding of psychological functioning in a variety of contexts and will be trained to conduct psychological research. This background will enable students to pursue entry-level positions in fields such as mental health, business, law enforcement, and college admissions. The psychology major also prepares students for graduate work in psychology, counseling, law, and other professional programs. Students should choose a minor or second major that complements their interests in psychology. Students who want to obtain a graduate degree in clinical or counseling psychology are encouraged to enroll in a field experience course, PSY 497.

Psychology Major Program Requirements (39 Hours):
All major program requirements include Core and Cognate courses.

Psychology Major Core (39 Hours):

PSY 110	Introduction to Psychology (3)
PSY 230	Behavioral Statistics (3)
PSY 260	Social Psychology (3)
PSY/SWK 280	Abnormal Psychology (3)
PSY 302	Psychology Research Methods (3)
PSY 305	History and Systems of Psychology (3)
PSY 315	Theories of Personality (3)
PSY 430	Memory and Cognition (3)
PSY 498	Senior Capstone Seminar (3)

Choose four:

PSY 220	Lifespan Development (3)
PSY 270	Human Sexuality (3)
PSY 295	Special Topics in Psychology (3)
PSY 395	Special Topics in Psychology (3)
PSY 420	Industrial/Organizational Psychology (3)
PSY 450	Neuroscience (3)*

*PSY 450 is strongly recommended for students considering graduate school in clinical psychology.
PSY 295 and 395 may be repeated if the topic changes.

To ensure your success in this major, the following General Education courses are required:
Creative and Expressive Arts: *Student choice*
Historical, Political and Multicultural Perspectives: *Student choice*
Quantitative Reasoning: *PSY 230 Behavioral Statistics (3)*
Scientific Knowledge: *Student choice*
Social and Behavioral Sciences: *PSY 110 Introduction to Psychology (3)*

Psychology Minor Program Requirements (18 hours)

PSY 110	Introduction to Psychology (3)

15 additional credits including 6 credits at 300 level or higher.
Students who choose to take a research methods course to fulfill the minor may take either SWK 301 or PSY 302.

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

PSY 110 Introduction to Psychology (3)
The application of psychological principles to the understanding of human behavior (not open to conditionally accepted first semester first-year students).

PSY 195 Special Topics in Psychology (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes. Prerequisite: PSY 110.

PSY 220 Lifespan Development (3)

This course offers an introduction to normative physiological, cognitive, social, and emotional processes of development from conception through end of life. Prerequisite: PSY 110.

PSY 230 Behavioral Statistics (3)
Quantitative analysis of behavioral measures including descriptive, correlational, and inferential methods. Report writing in the behavioral sciences is also emphasized. Knowledge of basic algebra is recommended.

PSY 260 Social Psychology (3)
Social psychology explores the impact of social variables on human behavior, attitudes, perceptions, and motives. Topics include attitude formation, persuasion, conformity, prejudice, and cultural variations in psychological functioning. Prerequisite: PSY 110.

PSY 270 Human Sexuality (3)
This course is intended to provide a comprehensive overview of human sexuality, to include information about anatomy, the sexual response cycle, STIs, healthy reproductive decisions, sexual orientation, sexual problems, sexual variants, victimization, and social / legal issues regarding the sale of sex. Prerequisite: PSY 110 and sophomore standing.

PSY 280 Abnormal Psychology (3)
An examination of the signs and symptoms of behavioral pathology and the interplay of social, learning, and physiological factors in the etiology of mental disorders. Prerequisite: PSY 110. Cross-listed with SWK 280.

PSY 295 Special Topics in Psychology (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes. Prerequisite: PSY 110.

PSY 296 Readings in Psychology (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

PSY 302 Psychology Research Methods (3)
The primary goals of this course are to teach students to design and conduct research projects, to use statistical software to analyze data, and to interpret statistical results. Students will learn to write a research report that conforms to the publication specifications of the American Psychological Association and will become familiar with the ethical issues related to the use of human subjects. Prerequisites: PSY 230 and junior standing.

PSY 305 History and Systems of Psychology (3)
A review of major historical and theoretical perspectives in psychology. Important figures in the history of psychology as a science and as a profession will be considered. Prerequisite: PSY 110.

PSY 315 Theories of Personality (3)
A comparative study of classical and recent theories of normal personality structures and development with an examination of the supporting research. Prerequisite: PSY 280 and sophomore standing.

PSY 395 Special Topics in Psychology (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes. Prerequisite: PSY 110.

PSY 420 Industrial/Organizational Psychology (3)
This course is designed to examine the practices of industrial / organizational psychology. These include but are not limited to personal practices, performance assessment, job and workplace design, job satisfaction, behavior within organizations, systems of management, and safety in the workplace. Prerequisites: BUS 140 or PSY 110 and at least sophomore class standing.

PSY 430 Memory and Cognition (3)
The course explores the information processing approach to memory and thinking. Topics include memory processes, concept formation, and reasoning. Prerequisites: PSY 110 and junior standing.

PSY 450 Neuroscience (3)
An examination of the biological and physiological basis of behavior and development with special emphasis on the neural substrates. Offered in alternate years. Prerequisites: PSY 110, 4 hours of Natural Science, and junior standing.

PSY 496 Readings in Psychology (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

PSY 497 Field Experience (1-6)
Students will apply the skills and knowledge they have learned as a psychology major in a company or agency in the community. This opportunity is typically available to students who are interested in mental health, but other work settings will be considered. Students may be required to investigate possible field experience locations. Eligibility for the field experience will be based on the student's completion of relevant coursework, GPA, and a recommendation from a faculty member. Final eligibility will be determined by the participating agency. Field placements are not always available: Students who are interested in a field experience should speak with a psychology professor 3 months prior to the semester in which they wish to enroll. Offered by request. Graded Pass/Fail. Prerequisites: 15 hours of psychology (or related) classes and junior standing at time of enrollment.

PSY 498 Senior Capstone Seminar (3)
The primary component of this class is the completion of a research project designed by the student. Students are expected to have a proposal for their research project before the first day of class. Students who did not complete a research design in a previous course must contact the professor before enrolling in the course. Students will collect and analyze their data and then write a report that meets the publication specifications of the American Psychological Association. The second significant component of the course is the completion of psychology-related service learning project chosen by the student. In preparation for graduation from Defiance College, students will research career options and graduate school programs. Prerequisites: PSY 230, 302 and junior standing.

PSY 499 Advanced Independent Research (1-4)
The student will design and conduct an independent research project. This will include a literature review, the development of a research design, data collection and analysis, and the preparation of a report that meets the publication specifications of the American Psychological Association. Prior to enrolling in the course, the student must obtain a faculty advisor for the research project. May be repeatable up to 6 credit hours. Prerequisites: PSY 230 and 302.

RELIGIOUS STUDIES (REL)

Program Description
Religious Studies pursues the academic study of religion and its various impacts and influences across various historical time periods and cultures. Courses in Religious Studies introduce students to a wide variety of religious traditions across the world as well as core issues of life/death, race, gender, politics, and more. Students develop life-long skills including how to read sources, write effectively, and critically reflect upon and analyze information. The study of religion is interdisciplinary and uses a variety of methods from sociology, anthropology, history, and other fields. While some people who earn a degree in Religious Studies go into careers in religious organizations, a Religious Studies major or minor will prepare students for many different careers including in education, law, medicine, and non-profit or community organizations. Religious Studies courses would be helpful for those who are curious about other worldviews as well as those who plan to go into careers that will interact with diverse communities.

Religious Studies Major Program Requirements (36 credit hours)

REL 100 World Religions (3)

REL 201 Approaches to Religion (3)
REL 498 Senior Capstone (3)

Choose four:
REL 110 Judaism, Christianity, and Islam (3)
REL 120 Religions of Asia (3)
REL 211 The Hebrew Bible (3)
REL 212 The New Testament (3)
REL 267 Islam (3)
REL 330 "Cults" and "Sects": New Religious Movements (3)
REL 360 History of Christianity (3)
REL 400 Christian Origins (3)

Choose 15 credit hours:
REL 220 Death and What's Next (3)
REL 295 Special Topics in Religious Studies (1-3)
REL 296 Reading in Religious Studies (1-3)
REL 300 Gender and Sexuality in Religion (3)
REL 321 Ethics and Morals (3)
REL 350 Religion and Violence (3)
REL 370 Issues in 21st Century Religion (3)
REL 395 Special Topics in Religious Studies (1-3)
REL 396 Readings in Religious Studies (1-3)

Religious Studies Minor Requirements (18 credit hours):
REL 100 World Religions (3)
REL 201 Approaches to Religion (3)

Select 12 additional credits including 6 at the 300 level or higher

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

REL 100 Introduction to World Religions (3)
This course is an introduction to the history and cultures of selected religions across the globe. Religions taught in this course may include (but are not limited to) Hinduism, Buddhism, Sikhism, Judaism, Christianity, Islam, Confucianism, Daoism, Shinto, and Indigenous religious traditions.

REL 110 Judaism, Christianity, and Islam (3)
Today, more than half of the world's people are Jewish, Christian, or Muslim. This course is an in-depth study of the history and contemporary religious institutions and lived religion of Judaism, Christianity, and Islam. Subjects of the course can include scripture, rituals, ethics, material culture, and other aspects of these religions.

REL 120 Religions of Asia (3)
An in-depth study of the history and contemporary religious institutions and lived religion of several religions originating in Asia including Hinduism, Buddhism, Jainism, Sikhism, Confucianism and more. Subjects of the course can include scripture, rituals, ethics, material culture, and other aspects of these religions.

REL 201 Approaches to Religion (3)
This course is designed to introduce students to the academic study of religion through a survey of key concepts. This course also focuses on newer developments within the field, which may include (but are not limited to) approaches using postcolonial, gender, or ethnic studies.

REL 210 Spirituality and Wholeness (3)
In a 21st Century world that seems to demand that everyone does more and more at a faster and faster pace, this course explores approaches to spiritual wholeness for lives that often feel fragmented and overloaded. Students explore topics such as: spiritual and physical disciplines of meditation and prayer; holistic moral decision making; natural and religious dimensions of healing; community integrity through service to others; and an evaluation of religious beliefs about diet and exercise.

REL 211 The Hebrew Bible (3)
This course will introduce students to the academic study of the Hebrew Bible, also known as the Tanakh in Judaism and the Old Testament in Christianity. Particular focus will be applied to understanding the Hebrew Bible through literary and historical methods, especially considering the social and political contexts at the time the books of the Hebrew Bible were written and edited. This course will also examine a variety of interpretations that have existed throughout Judaism and Christianity and how the Hebrew Bible is used in these religious traditions today.

REL 212 The New Testament (3)
This course will introduce students to the academic approach to the New Testament in the Bible. The focus of this class is on the literature and history of the early Christian movement. This course will also examine a variety of ways that the texts of the New Testament have been interpreted throughout the history of Christianity and how it influences Christian beliefs and practices today.

REL 220 Death and What's Next (3)
This course will examine rituals and beliefs associated with death, dying, and what happens after death across a wide range of religions and cultures. The course will also examine current issues around death including medicalization of death, ethical controversies around death, and relevant political issues.

REL 267 Islam (3)
A survey of Islam including its early religious history, and beliefs and practices; contemporary socio-cultural issues in the Islamic world; and major schools of thought and Islamic art, literature, and spirituality. Offered in alternate years. Prerequisite: ENGL 125.

REL 295 Special Topics in Religious Studies (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

REL 296 Readings in Religious Studies (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

REL 300 Gender and Sexuality in Religion (3)
This class will explore the widely varying relationships between religion and gender/sexuality in religious communities around the world and across history. This will include a number of case studies focusing on how religious traditions construct gender roles, gender identities, sexual identities, and sexual practices. We will analyze these constructions using a number of theoretical frameworks (womanist, feminist, queer, etc.) commonly used within Religious Studies and Gender and Sexuality Studies. Prerequisites: ENGL 125 and 225.

REL 321 Ethics and Morals (3)

A survey of philosophical and theological resources available for the consideration of ethical questions, combined with case studies drawn from current moral issues and dilemmas. Students can focus on ethical issues in their major fields in the context of a research assignment. Prerequisites: ENGL 125 and 225.

REL 330 "Cults" and "Sects": New Religious Movements (3)
This course will examine New Religious Movements, primarily within the context of the United States. These religious movements are frequently attributed with controversies and are popularly known as "cults." In this class we will examine these religious movements both from insider perspectives and outsider perceptions. We will analyze the history, practices, and beliefs of these organizations in order to better understand them and deconstruct misconceptions. Prerequisites: ENGL 125 and 225.

REL 350 Religion and Violence (3)
This course explores the relationship that religion has with various forms of violence such as terrorism, systemic abuse, state-sanctioned violence and genocide, as well as with their perceived opposites, namely, protest, revolution, liberation, social justice, activism, and other forms of resistance. The course explores the question: is religion the cause of violence, or its corrective? Prerequisites: ENGL 125 and 225.

REL 360 History of Christianity (3)
Surveys the history of Christianity from its origins to the 21st century. This course includes the development of Christian beliefs, practices, and institutions in historical and geographical contexts. Attention will be given to the vast array of diverse beliefs and practices within movements and expressions of Christianity.

REL 370 Issues in 21st Century Religion (3)
A study of key issues challenging religions from a variety of directions and forces, e.g., internal critique, global economics, dominant or minority position within societies, militant-ism and nationalism, making peace more than war, gender, entitlement and power. Topics will change with instructor.

REL 395 Special Topics in Religious Studies (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

REL 396 Readings in Religious Studies (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes. Prerequisites: ENGL 125 and 225; REL 211 and REL 212 or REL 360.

REL 400 Origins of Christianity (3)
In the first few hundred years after Jesus's life many things that Christians now take for granted were hotly contested. This course will focus on the first six centuries of Christian history. In the end, students will be able to understand the major stakes, controversies, and resolutions in Christianity's foundational period.

REL 497 Field Experience (3)
A senior-level field placement for students majoring in Ministry Studies or Religious Studies and will complete their capstone as part of this sequence. Repeatable for up to 6 credit hours. Graded Pass/Fail.

REL 498 Senior Capstone (3)
Religious Studies majors choose an independent project related to their coursework in the major. The capstone integrates the students' learning in religious studies and/or related disciplines with practical experience or with specialized research. A presentation of the results of student work is required and a component of community service is strongly encouraged.

SELF-DESIGNED MAJOR (SDM)

Program Description

The Self-Designed Major allows students to customize their college experience and design a program of study that reflects their unique interests. Students will establish a strong foundation rooted in liberal arts and general education, and then pursue an individualized plan of study developed with a faculty advisor. Students will be required to complete a capstone project within their final semester to demonstrate proficiency in general education skills as well as content knowledge relative to their chosen plan of study.

Major Learning Outcomes (MLOs)

By the completion of this program, students will be able to:
1. Synthesize information from multiple sources to substantiate a claim/argument, summarize research findings, and/or discuss current theories in their chosen field of study.
2. Discuss values, attitudes, and features that inform a given perspective or group identity, as well as the historical, sociopolitical, and/or cultural factors that have influenced that group.
3. Analyze multivariate data relevant to their chosen field of study and develop an informed conclusion when addressing a selected problem.
4. Apply the scientific method to address novel research questions or evaluate existing data/literature on a topic of interest within their selected field.
5. Express hypotheses, ideas, academic information, and/or critical self-awareness, through both writing and oral presentation.

The SDM Bachelor degree plan includes a minimum of 36 core hours, in aggregate, from at least two different programs and electives designed to enhance the learning in the following General Education courses are required:

Creative and Expressive Arts (3)
Historical, Political and Multicultural Perspectives (3)
Quantitative Reasoning (3)
Scientific Knowledge (4)
Social and Behavioral Science (3)

Self-Designed Associate of Arts Degree (30)

The SDM plan includes a minimum of 30 core hours, in aggregate, from at least two different programs and electives designed to enhance the learning in the following General Education courses are required:

Creative and Expressive Arts (3)
Historical, Political and Multicultural Perspectives (3)
Quantitative Reasoning (3)
Scientific Knowledge (4)
Social and Behavioral Science (3)

Courses and Descriptions

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

SDM 298 Capstone Seminar (3)
This capstone experience involves independent work that may culminate in a project, a research paper, or a field/internship experience for students seeking an associate's degree with a self-designed major. Students will work closely with a faculty member in planning, executing and evaluating their work in alignment with the major learning outcomes for the self-designed major program. Students will be required to complete a capstone project within their final semester to demonstrate proficiency in general education skills as well as content knowledge relative to their chosen plan of study.

SDM 498 Capstone Seminar (3)
This capstone experience involves independent work that may culminate in a project, a research paper, or a field/internship experience for students seeking a baccalaureate degree with a self-designed major. Students will work closely with a faculty member

in planning, executing and evaluating their work in alignment with the major learning outcomes for the self-designed major program. Students will be required to complete a capstone project within their final semester to demonstrate proficiency in general education skills as well as content knowledge relative to their chosen plan of study.

SOCIAL WORK (SWK)

Program Mission Statement

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

Program Goals

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

Program Admission Policies and Procedures

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

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

1. Sophomore standing and completion of 21 credits in Social Work pre-professional sequence courses.
2. Have a cumulative grade point average of 2.25 or above.
3. Have a cumulative grade point average of 2.5 or above in Social Work courses completed in the pre-professional sequence or permission of the Social Work Program Director.
4. Complete a written application.
5. Submit a written autobiographical paper.
6. Submit three completed professional reference forms.
7. Transfer students must submit references from a faculty-based supervisor.
8. Complete a personal disclosure form.
9. Participate in an interview with Social Work faculty.
10. Read the Defiance College Social Work Program Student Handbook and agree to abide by its contents including the NASW Code of Ethics, the Ohio Code of Ethical Practice and Professional Conduct, and the Policy for Dismissal from the Program.
11. Submit an example of a formal written assignment which includes citations. This paper should be one which was an assignment in a class that you have already completed.

Major Program Requirements

All major program requirements include Core and Cognate courses.

Social Work Major Requirements (69 Hours):

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

Pre-Professional Courses in Social Work (36 credit hours):

PSY 110 Introduction to Psychology (3)
PSY 220 Lifespan Development (3)

PSY 230	Behavioral Statistics (3)
REL 100	World Religions (3)
SOC 120	Life in Society (3)
SWK 121	Introduction to Social Work (3)
SWK 235	Social Problems (3)
SWK 239	Marriage and Family Life (3)
SWK 265	Cultural Diversity (3)
SWK 278	Interviewing and Interpersonal Communication (3)
SWK 280	Abnormal Psychology (3)

Choose one:

ECON 205	Macroeconomics (3)
POL 130	Introduction to United States Government (3)

Students must be accepted into Social Work Program to take the following upper division 300/400 level social work courses (33 credit hours):

SWK 301	Research Methods (3)
SWK 355	Practice I: Generalist Practice (3)
SWK 356	Practice II: Groups and Family Generalist Practice (3)
SWK 379	Applied Behavioral Science (3)
SWK 397	Junior Field Experience (3)
SWK 457	Social Work Practice III – Macro Systems Generalist Practice (3)
SWK 476	Social Welfare and Policy Development (3)
SWK 497	Senior Field Experience (9)
SWK 498	Senior Capstone Seminar (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *SWK 265 Cultural Diversity (3)*

Quantitative Reasoning: *PSY 230 Behavioral Statistics (3)*

Scientific Knowledge: *Student choice*

Social and Behavioral Sciences: *PSY 110 Introduction to Psychology (3)*

Courses and Descriptions

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

SWK 120 Life in Society (3)

Designed as an introductory course in the social sciences for the general student, as well as, preparing social science majors for advanced work in their respective majors, this course content will examine the diversity of human societies by understanding the nature of culture and its impact on social life. Variation in the structure and dynamics of organizations, communities, and societies will also be addressed in the course. Additionally, major theoretical perspectives from the social science disciplines will be introduced, as well as, substantial attention given to issues of globalization and cross-cultural comparisons.

SWK 121 Introduction to Social Work (3)

An introduction to the understanding of the concept of the social work profession, its significance in society, its history, and its place among the helping professions. The study of the goals, values, knowledge base, methods, and settings of social work. The beginning of the professionalization process.

SWK 199 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

SWK 235 Social Problems (3)
The purpose of this course is to facilitate increased awareness and understanding of social problems in the United States and throughout the world. Sociological theories, research and movements will be addressed in recognizing social problems and generating possible strategies for action. Problems of well-being, human diversity, inequality and modernization will be examined. The course will encourage value clarification and critical thinking in resolving current social problems. Prerequisite: SOC 120.

SWK 239 Marriage and Family Life (3)
An exploration of American family life from its historical structure and functions to variations in contemporary society. Issues of gender rules, parenting, communication, sexuality and economics as impacting family functioning are discussed along with the effects of domestic violence, divorce and separation, remarriage and blended families.

SWK 265 Cultural Diversity (3)
The goal of the course is to expand one's knowledge and understanding of living, working and relating in a culturally diverse society. Diversity will be examined on local, national and global fronts including the forms and mechanisms of oppression and discrimination as well as strategies for change that advance social and economic justice. Issues such as ethnicity, race, religion, gender, sexual orientation, age, mental/physical ability, and social class will be explored.

SWK 278 Interviewing and Interpersonal Communication (3)
This course examines the basic principles of oral communication and their application to social work practice. The principal techniques of interviewing individuals, couples, and families are explored. This is a laboratory-based course with many opportunities for skill development. Prerequisites: PSY 110, SOC 120, and SWK 121 and 239.

SWK 280 Abnormal Psychology (3)
An examination of the signs and symptoms of behavioral pathology and the interplay of social, learning, and physiological factors in the etiology of mental disorders. Cross-listed with PSY 280. Prerequisite: PSY 110.

SWK 295 Special Topics in Social Work (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

SWK 296 Readings in Social Work (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

SWK 299 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

SWK 301 Research Methods (3)
An introduction to the principles and methods of organizing, conducting and interpreting behavioral, and social research. Examination of survey, experimental, single case design, evaluation, and observational techniques as well as issues of measurement are addressed. Recommendation: PSY 230.

SWK 355 Practice I: Generalist Practice (3)
An introduction to the generalist model of social work and its application. The course presents the generalist Intervention Model and the planned change process as a framework for addressing client issues and problems. Emphasis will be on micro skills as a foundation for mezzo and macro skill development. Prerequisites: Admission to the Social Work Program, SWK 121, 278, and the professional sequence courses

SWK 356 Practice II: Groups and Family Generalist Practice (3)
An introduction to the understanding of group and family dynamics, group process and group treatment, and their relationship to the planned change process. Emphasis will be the development, management and utilization of groups by generalist social workers. Prerequisites: Admission to the Social Work Program and SWK 355.

SWK 379 Applied Behavioral Science (3)
The purpose of this course is to integrate the required courses in the human behavior and social environment sequence. The emphasis will be on enabling the student to see the impact of the client's growth, development, and present environment on social functioning. This course will add understanding of life cycles, social systems, what constitutes healthy functioning, planned change, and theories of treatment. Prerequisites: professional sequence courses.

SWK 397 Junior Field Experience (3)
The course serves as the first required level of field placement. The student is placed for 10 hours per week, or a total of 140 hours within a social work setting. The student begins to utilize social work knowledge, values, and skills through observation and participation in supervised activities of the assigned agency. Graded Pass/Fail. Prerequisite: Admission to the Social Work Program. Corequisite: SWK 355.

SWK 399 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

SWK 457 Social Work Practice III – Macro Systems Generalist Practice (3)
The course is to provide a generalist perspective to working within the macro context of Social Work. Frameworks for planning and implementing change in organizations and communities will be discussed. Coursework will offer an emphasis on macro-level skills, with integration of micro and mezzo practice. Prerequisites: Admission to the Social Work Program and SWK 356.

SWK 476 Social Welfare and Policy Development (3)
An examination of the programs and policies of the social welfare system in the United States. It will explore the historical roots and developments of present-day programs and policy, as well as methods and models of policy formation and analysis. Prerequisites: Admission to the Social Work Program, SWK 121 and 235.

SWK 495 Special Topics in Social Work (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

SWK 496 Readings in Social Work (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

SWK 497 Senior Field Experience (3-9)
Senior Capstone Experience. An experiential learning opportunity geared toward integration of academic content with practice skills. The student begins to work independently as a generalist social worker under supervision within an agency setting. The student completes a total of 420 field hours. Students typically complete within one semester, but may combine credits in three

credit increments within two consecutive semesters toward a 9-credit total. To be taken concurrently with SWK 498 within one semester, or within one of two consecutive semesters. Prerequisites: SWK 397 and senior standing in the Social Work Program.

SWK 498 Senior Capstone Seminar (3)
Senior Capstone Experience. Emphasis is given to integration of all previous course content in social work with concurrent field instruction. Requires regular reporting of field activities and assists students in achieving learning objectives of the field practicum. Consideration is given to the application of social work theory, policy, research and values to the field. To be taken concurrently with SWK 497. Prerequisites: SWK 355, 356, 379 and 397.

SWK 499 Independent Research (1-3)
Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

SOCIOLOGY (SOC)

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

SOC 120 Life in Society (for non-social work majors) (3)
Designed as an introductory course in the social sciences for the general student, as well as, preparing social science majors for advanced work in their respective majors, this course content will examine the diversity of human societies by understanding the nature of culture and its impact on social life. Variation in the structure and dynamics of organizations, communities, and societies will also be addressed in the course. Additionally, major theoretical perspectives from the social science disciplines will be introduced, as well as, substantial attention given to issues of globalization and cross-cultural comparisons.

SOC 265 Cultural Diversity (for non-social work majors) (3)
The goal of the course is to expand one's knowledge and understanding of living, working and relating in a culturally diverse society. Diversity will be examined on local, national, and global fronts, including the forms and mechanisms of oppression and discrimination as well as strategies for change that advance social and economic justice. Issues such as ethnicity, race, religion, gender, sexual orientation, age, mental/physical ability, and social class will be explored.

SOC 295 Special Topics in Sociology (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

SOC 296 Readings in Sociology (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

SOC 495 Special Topics in Sociology (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

SOC 496 Readings in Sociology (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

SPORT MANAGEMENT (SPMT)

Program Description

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

Sport Management Major Program Requirements (42 credit hours)

All major program requirements include Core and Cognate courses.

Sport Management Major Core (33 credit hours):

SPMT 130	Introduction to Sport Management (3)
SPMT 220	Sport Finance (3)
SPMT 230	Event and Facility Management (3)
SPMT 250	Sport Analytics (3)
SPMT 320	Sociology of Sport (3)
SPMT 340	Sport Law (3)
SPMT 360	Sport Communications (3)
SPMT 410	Interscholastic and Collegiate Coaching and Administration (3)
SPMT 420	Sport Leadership (3)
SPMT 491	Internship (6)

Sport Management Major Cognates (9 credit hours):

ECON 201	Microeconomics (3)
MATH 105	Quantitative Reasoning (3) or higher
MKT 350	Sport Marketing (3)

To ensure your success in this major, the following general education electives are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *MATH 105 Quantitative Reasoning (3) or higher*

Scientific Knowledge: *Student choice*

Social and Behavioral Sciences: *ECON 201 Microeconomics (3)*

Sport Management Minor Program Requirements (22-25 credit hours):

SPMT 130	Introduction to Sport Management (3)
SPMT 230	Event and Facility Management (3)
SPMT 340	Sport Law (3)
SPMT 360	Sport Communications (3)
SPMT 410	Interscholastic and Collegiate Coaching and Administration (3)
SPMT 420	Sport Leadership (3)
SPMT 491	Internship (3-6)
ESCI 234	Community First Aid and CPR (1)

Sports Management – Coaching Minor Program Requirements (18 credit hours):

The Coaching Minor prepares students for successful careers in coaching at various levels, from youth sports to collegiate athletics. This interdisciplinary program integrates foundational knowledge with hands-on experience in coaching-specific settings. Students will earn certifications in First Aid and CPR while developing essential skills in leadership, athlete development, and team management. Elective courses allow students to tailor their learning experience to their career goals. This minor equips students with the expertise to navigate the complexities of the coaching profession, understand the diverse roles and responsibilities of coaches, and effectively lead teams in a dynamic sports environment.

Coaching Core Hours (12 hours):

ESCI 234	Community First Aid and CPR (1)
ESCI 210	Sport Injury Care and Prevention (2)
SPMT 210	Foundations of Coaching (3)
SPMT 310	Sport Specific Coaching (2) (310-A Football, 310-B Basketball, 310-C Baseball, 310-D Softball, 310-E Soccer, 310-F Other)
SPMT 410	Interscholastic and Collegiate Coaching and Administration (3)

Required: Choose 1

ESCI 491	Internship (1)
SPMT 491	Internship (1)

Coaching Electives (Choose TWO; 6 hours)

ESCI 237	Inclusive Recreation and Leisure (3)
ESCI 280	Strength and Conditioning Principles (3)
ESCI 340	Sport and Fitness Nutrition (3)
ESCI 380	Strength and Conditioning Program Design (3)
MKT 350	Sport Marketing (3)
SPMT 230	Event and Facility Management (3)
SPMT 320	Sport Sociology (3)
SPMT 340	Sport Law (3)
SPMT 420	Sport Leadership (3)
MGT 332	Human Resource Management (3)
MGT 340	Managing Teams (3)
MGT 470	Leading and Managing Change (3)
BUS 260	Business Ethics (3)
LDR 240	Principles of Organizational Leadership (3)
LDR 377	Leadership in Action (3)
LDR 477	Case Studies in Leadership (3)

Courses and Descriptions

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

SPMT 130 Introduction to Sport Management (3)

The course is designed for the individual interested in pursuing a career in the sport management field and introduces the theoretical foundations and applied areas of sports management. Offered each fall.

SPMT 210 Foundations of Coaching

This course introduces students to the fundamental principles and practices of coaching across various levels and sports. Topics include the role of a coach, effective communication, ethical decision-making, athlete development, team management, and the basics of practice and game planning. Students will explore the foundational skills necessary to foster positive relationships and build a successful coaching philosophy.

SPMT 220 Sport Finance (3)
This course applies fundamental economic and financial principles to the sport industry and focuses on the concepts and practices of effective financial planning and management.

SPMT 230 Event and Facility Management (3)
This course will focus on providing an understanding of the steps and guidelines that are necessary to successfully manage various sporting events. In addition to gaining a basic understanding of necessary sporting event management skills, fundamental promotional principles used in marketing sport and event services and products will be taught as well as designing, planning, managing public and private sport and other public assembly facilities.

SPMT 250 Sport Analytics (3)
Theory, development, and application of analytics in sport for purposes of player performance, team management/operations, team valuation, social media analysis, sponsorship metrics, and fantasy competitions.

SPMT 270 History of Sports in the United States (3)
This course will examine the development and modernization of sports in the United States from colonial times to the present and the socio-cultural factors which have affected their growth. Offered in alternate years.

SPMT 295 Special Topics in Sport Management (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

SPMT 296 Readings in Sport Management (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

SPMT 310 Sport Specific Coaching (2)
This course provides an in-depth examination of coaching techniques, strategies, and principles tailored to a specific sport, with the topic rotating each time the course is offered. Students will explore sport-specific skill development, tactical approaches, and performance evaluation, along with best practices for practice planning, game strategy, and athlete development. The course includes hands-on activities, video analysis, and case studies to enhance practical application. Students may repeat the course for credit as long as the topic changes. Prerequisite: SPMT 210

SPMT 320 Sociology of Sport (3)
This course serves as an overview of contemporary sport from a sociological perspective. Topics will include the discussion of the relationship of sport to social institutions, the individual's socialization into sport, and stratification factors within sports. Offered in alternate years.

SPMT 340 Sport Law (3)
The purpose of this course is to provide the student with an understanding of the legal issues involved in the supervision, management, and business operations of sport. Such as contracts, negligence liability, product liability, and risk management. Prerequisites: SPMT 130 and 230.

SPMT 360 Sport Communications (3)
Students are provided theory and concepts to examine the role of public relations, communication, and mass media in the sport industry. This course provides an understanding of organizational planning, strategy, and decision-making in the operation of sports media and communications. Practical experiences in traditional and digital media, including recent technological innovations, are provided as they directly impact sport policy and management.

SPMT 397 Field Experience (3-12)
Field experience affords students an opportunity to engage in non-classroom learning under the supervision of a qualified person. The program is designed to introduce students to a professional area before enrolling in professional courses and to enable the student who has completed some professional courses to apply the principles and techniques acquired to a practical situation. Students are expected to analyze critically the situation and to evaluate the experience in light of their course work and career plans. Students must make arrangements with a faculty supervisor prior to enrolling.

SPMT 410 Interscholastic and Collegiate Coaching and Administration (3)
This advanced course builds on foundational coaching principles and focuses on coaching in interscholastic and collegiate settings. Emphasis is placed on program administration, recruiting, compliance, athlete development, team dynamics, and leadership strategies. Students will apply advanced coaching techniques, engage in strategic planning, and explore the broader responsibilities of coaching at competitive levels.

SPMT 420 Sport Leadership (3)
This course will focus on the development of leadership and management skills in educational, commercial, and professional sports settings. Course materials will largely focus on sport leadership concepts and theory and the development of a philosophy of leadership. Fundraising, communication, ethics, mentorship, and organizational and strategic leadership concepts will also be examined and discussed.

SPMT 491 Internship (3-12)
This course is designed to help the future sport practitioner develop their leadership and management skills. Students will consider important principles, concepts, and theories of leadership as it relates to sport. The focus of the course is towards the importance of leadership, using fundraising as a practical application in the sports profession in educational, commercial, and professional settings. The course will assist the sport practitioner in their ability to apply the management and leadership principles through a practical fundraising event.

SPMT 495 Special Topics in Sport Management (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

SPMT 496 Readings in Sport Management (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

THEATRE (THEA)

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

THEA 205 Introduction to Acting (3)
An introduction to the basic concepts of acting with an emphasis on developing vocal and physical skills in acting. Topics include characterization, focus, use of space, character and text analysis, and improvisation.

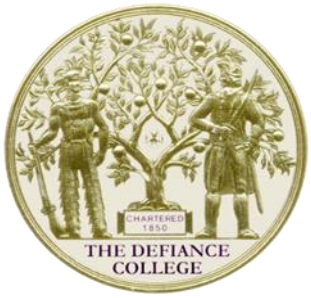
THEA 295 Special Topics in Theatre (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

THEA 296 Readings in Theatre (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

THEA 405 Theatre Directing and Design (3)
A practical course which involves all aspects of play production: directing, set design and construction, lighting, sound, costumes, stage management, props, make-up, publicity, box office, and house management. Prerequisite: THEA 205.

THEA 495 Special Topics in Theatre (1-3)
Selected topics which focus on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

THEA 496 Readings in Theatre (1-3)
Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.



Defiance College
Academic Year 2026-2027

Graduate Academic Catalog

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

GRADUATE PROGRAMS OF STUDY

LAW ENFORCEMENT INTELLIGENCE

Program Director: Prof. Tim Wedge

Program Description

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

Law Enforcement Intelligence Graduate Certificate (16 credit hours):

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

Courses and Descriptions

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

LINT 501 Introduction to Intelligence (3)

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

LINT 502 Introduction to Data Analytics (3)

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

LINT 503 Introduction to GIS (3)

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

LINT 504 Introduction to Social Media Investigations (3)

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

LINT 505 Introduction to Terrorism (3)

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

LINT 598 Law Enforcement Intelligence Capstone Project (3)
In this course, students will engage in a group project with a partner law enforcement agency to use their data collection, aggregation, processing and analytical skills to help solve a real-world law enforcement challenge posed by a partner agency. Prerequisites: LINT 501, 502, 503, 504, and 505 with a cumulative GPA of 3.0 or higher.

MASTER OF ARTS IN EDUCATION

Program Director: Dr. Carla Higgins

Program Description

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

Master of Arts in Education, General Concentration (30 credit hours):

EDUC 502	Advanced Educational Psychology (3)
EDUC 505	Instructional Strategies for Engaged Learning (3)
EDUC 510	Inquiry Methodology (3)
EDUC 558	Education of Diverse and Exceptional Learners (3)
EDUC 569	Research Design in Education (3)
EDUC 607	Educational Assessment and Planning (3)
EDUC 698	Capstone: Master's Project (3)
Elective	Student Choice (3)
Elective	Student Choice (3)
Elective	Student Choice (3)

Principal Licensure PK-6, 4-9, or 5-12 (20 credit hours):
Teachers with a valid Ohio teaching license, a Master's degree in education, and two years teaching experience in the desired grade band may pursue Principal Licensure. Candidates seeking Principal Licensure must also complete the Ohio Assessment for Educators (015 Educational Leadership) at the required benchmark score, successfully complete courses listed below for the Principal Licensure, submit a satisfactory FBI/BCI background check, and complete an application for licensure to the Ohio Department of Education. Candidates must earn a grade of B or higher in all courses.

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

Superintendent's Licensure Program (16 hours)
Candidates with a master's degree and three years of successful experience as a principal or administrative specialist may pursue a superintendent's license. Candidates who have not taken the Ohio Assessment for Educators 015 Educational Leadership must pass the assessment, have clear FBI/BCI checks, and have successfully completed the superintendent's licensure program in order to apply for the license. The program requires 12 credit hours of coursework and a 200-hour internship requirement. Candidates must earn a grade of B or higher in all courses.

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

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

Courses and Descriptions

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

EDUC 502 Advanced Educational Psychology (3)

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

EDUC 505 Instructional Strategies for Engaged Learning (3)

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

EDUC 508 Phonics and Structure of Language (3)

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

EDUC 510 Inquiry Methodology (3)

This course is the study of research methods appropriate to the development of understanding education research and theory. Graduate candidates will engage in authentic activities to develop their research skills. They will also be introduced to data analysis and interpretation, and the Human Subjects process through the Institutional Research Board (IRB).

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

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

EDUC 546 Reading Diagnosis and Remediation (3)

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

EDUC 558 Education of Diverse and Exceptional Learners (3)

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

implications involved in educating exceptional learners. Cultural, societal, and family structures of exceptional learners will be examined.

EDUC 569 Research Design in Education (3)
This course engages graduate candidates in the process of developing a research topic, writing problem and purpose statements, framing research question/s, reviewing related literature, and deciding appropriate data type/s and collection methods to answer the research question/s. The students will also understand and explain how to conduct their study and report findings while maintaining appropriate quality and ethical standards. This is the last course of the MAE foundation courses to complete before enrolling in the EDUC 698 Capstone Master's Project.

EDUC 595 Special Topics (1-3)
Topics of special interest, although frequently presented in a manner comparable to regularly listed courses, will contain subject matter of a more timely nature. Special topics are usually designated by the faculty member and are listed with the other courses in the schedule. Repeatable as long as the topic changes.

EDUC 602 Principles of Sport Coaching and Leadership (3)
This course refines and builds upon students' coaching skills and leadership capacities in sport. Sport coaching is surveyed from philosophical and pedagogical perspectives while considering tactics and strategies, player development, and peak performance training theory. The functional role of the coach as an administrator is addressed from a variety of perspectives. Leadership in sport is examined through a social justice/transformative lens by considering expert cases, i.e.: biographical studies of those that have made the world more peaceful and just through their work as leaders in sport. This course is required for candidates pursuing the Sport Coaching concentration.

EDUC 606 Learning Environments and Social Interactions (3)
The focus of this course is the cultural, historical, and philosophical framework of special education, basic classroom management theories and strategies for students with mild and moderate disabilities, effective management of teaching and learning, and social skill development.

EDUC 607 Educational Assessment and Planning (3)
Students will examine the role of assessment in teaching and learning and best practices for using assessment to inform teaching practices. Students will examine in depth formative, summative, performance-based and non-cognitive forms of assessment and how to create alignment between learning objectives and those assessments. Field assignments/hours included.

EDUC 620 The Principalship and Instructional Leadership (3)
This course examines the role of the principal as an instructional leader and how the principal can manage educational programs, personnel, and facilities while promoting professional development among staff. Candidates will learn how to organize tasks and projects to include the participation of various staff members. System and continuous-improvement processes as they apply to school improvement will be discussed and candidates will evaluate community attitudes, cultures, and appropriate communication strategies. Resources for improving internal and external home-school-community relations will be identified. In this course, the Ohio Standards for the Principal, the Ohio Operating Standards, the Ohio Standards for Professional Development, Ohio Requirement for the Resident Educator License, Ohio Value-Added Progress Dimension, the Ohio Learning Standards, the ELLC Standards and the Ohio Chancellor's Directive on Substance Addiction will be examined. A ten-hour field experience is required as part of this course.

EDUC 621 School Finances and Human Resources (3)
This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitable, and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. In this course, the Ohio Standards for the Principal, the Ohio Operating Standards, the Ohio Standards for Professional Development, the Ohio Learning Standards, and the ELLC Standards will be examined. A ten-hour field experience is required as part of this course.

EDUC 622 Education Law and Ethics (3)
This course is a broad overview and addresses the legal and ethical issues relating to the practical problems faced by school administrators. It offers school leaders the opportunity to develop a broader understanding of the legal and ethical aspects of American schooling through presentation of subject areas of law most relevant to PreK–12 education. It also introduces students to methods of legal analysis and decision-making, including an examination of students' legal rights and the ethical parameters of education leadership, so that they can anticipate and recognize legal problems as education administrators. In this course, the Ohio Standards for the Principal, the Ohio Operating Standards, Ohio Requirement for the Resident Educator License, Ohio Value-Added Progress Dimension, the Ohio Learning Standards, and ELLC Standards will be examined. A ten-hour field experience is required as part of this course.

EDUC 623 Special Education Law, Policies, and Procedures (3)
This course provides school administrators with information and skills to apply special education laws and policies to situations that will be encountered in schools and districts. Major areas of special education will be explored and various approaches to handling problems examined. In this course, the Ohio Standards for the Principal, the Ohio Operating Standards, the Ohio Standards for Professional Development, and the ELLC Standards will be examined. A ten-hour field experience is required as part of this course.

EDUC 624 School Culture, Families, and Communities: Equity and Cultural Responsiveness (3)
This course provides future school principals with information and skills to create ethical relationships with community partners, parents and families. Collaboration skills and communication strategies will be discussed and applied. An emphasis in this course will be becoming a culturally responsive school principal. The Ohio Standards for the Principal, the Ohio Operating Standards, the Ohio Standards for Professional Development, and the ELLC Standards will be examined. Includes 10 hours of field experience.

EDUC 630 Sports Psychology (3)
This course is an overview of current research and theory on the use of psychological skills for peak performance and overall athlete and coach well-being. Content covers the broad range of contemporary sport psychology sub-themes including counseling, mental imagery, positive self-talk, goal setting, team dynamics, developmental concerns, athlete and coach burnout, and mental preparation for optimal performance.

EDUC 631 Student Athlete Development (3)
The course examines the role of sport as a vehicle for athlete development, from physical, cognitive, and affective domains. Students then examine specific issues related to sport including health/nutrition, personal responsibility, positive learning environments, and teaching strategies for optimal athlete learning. This course aims to provide a framework of professional development from a theoretical and research standpoint.

EDUC 632 Physical Aspects of Coaching (3)
This course is an overview of the scientific principles of anatomy, physiology, sports medicine, and biomechanics as a foundation for students seeking professional development in sport coaching. Specific topics will include skeletal and muscular systems, injury treatment and prevention, biological systems in relation to sport and physical activity, nutritional factors, use of PEDs, and physical growth and motor development. Application of course content in a physical setting will allow students to gain a maximal understanding of skills, tactics, and strategies required for a successful coach. This course is required for candidates pursuing the Sport Coaching concentration.

EDUC 633 Family and Community Partnerships (3)
The focus of this course is the understanding of the family and community as partners with the schools in the education of students with mild and moderate disabilities.

EDUC 691 Internship – Principal's Licensure (1-5)
The Ohio Department of Higher Education requires principal licensure candidates to engage in an internship experience. The internship is monitored by a qualified mentor selected mutually by the Defiance College Teacher Education Program and the

candidate's selected school district. This course is repeatable for up to 5 credits. Graded Pass/Fail. Prerequisites: Completion of 27 semester hours including EDUC 510 Educational Research Methods and EDUC 569 Research Design in Education

EDUC 698 Capstone: Master's Project (3)
The graduate candidates will collect and analyze data and create a report on a curricular or instructional project relevant to K-12 educational contexts. This project must have a direct application to the professional practices of the student.

EDUC 721 Working with the Board and the Community (3)
This course examines the roles and responsibilities of the superintendent and the board of education relative to school district governance, policies, and regulations. It will further explore developing and maintaining positive school-community relations and partnerships.

EDUC 722 Educational Finances and Managing the School District (3)
This course focuses on the budgeting and managing school finances. Participants will examine sources of revenue on federal, state, and local levels. Participants will also learn about budgeting, forecasting budgets, managing business operations, presenting tax issues to the community, the reporting and auditing of funds, and special focus issues.

EDUC 723 Administrative Responsibilities – Exploring the Superintendency (3)
This course explores the superintendent's responsibility to recognize and assure equity and the rights of individuals in the school setting. This will be accomplished through examining (1) leadership styles and strategies, (2) the implementation and use of data, (3) the role and interrelationship of educators, and (4) the purpose and role of professional development in addressing student learning.

EDUC 791 Internship – Superintendent's Licensure (1-4)
The Ohio Department of Higher Education requires superintendent licensure candidates to engage in 200 hours of internship experiences. The internship is facilitated by a qualified mentor selected mutually by the Defiance College Teacher Education Program and the candidate's selected school district. This course is repeatable for up to 5 credits. Graded Pass/Fail.

EDUC 795 Special Topics in Educational Administration (3)
This course examines the roles and responsibilities of the superintendent relative to areas not specifically covered in other courses. These could include, but not limited to collective bargaining and contract administration, hiring practices, the superintendent and the law, addressing diversity in the district, current issues and problems facing the district, and leadership.

MASTER OF BUSINESS ADMINISTRATION

Program Director: Dr. Nady El-Zayaty

Program Description
The Master of Business Administration (MBA) Program at Defiance College assists students in their abilities to think critically and to react to and make changes in today's dynamic global business world. Graduates are prepared to recognize problems in business environments and identify turnaround solutions, work productively with teams of colleagues, communicate effectively to relevant business audiences, and understand the ethical obligations and responsibilities of business.

Master of Business Administration Program Prerequisites (15 credit hours)
Students must be able to demonstrate a common base of knowledge for the required courses in the graduate curriculum. To demonstrate the common base of knowledge, undergraduate coursework must be equivalent to:

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

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

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

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

Electives (9 or 18 credit hours):

MBA students must choose nine (9) elective credit hours of their choice. Concentrations are offered in Leadership, Logistics and Data Management and Sport Management. All students in the Polymath MBA program must choose the concentration Polymath MBA for 18 credits.

Leadership Concentration (9 credit hours):

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

Logistics and Data Management Concentration (9 credit hours):

BUS 585	Supply Chain Management
BUS 586	Logistics
BUS 587	Data Analytics

Sport Management Concentration (9 credit hours):

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

Polymath MBA Concentration (18 credits):

BUS 555	Project Management (3)
BUS 556	Systems Thinking (3)
BUS 557	Human Centered Design (3)
BUS 558	Artificial Intelligence (3)
BUS 559	Leadership Through Inquiry (3)
BUS 594	Apprenticeship (1-3)

4+1 Program

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

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

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

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

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

Courses and Descriptions

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

BUS 502 Statistics and Research Methods for Managerial Decision Making (3)

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

BUS 503 Organizational Management and Leadership (3)

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

BUS 512 Organizational Communication and Interpersonal Development (3)

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

BUS 520 Managerial Economics (3)

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

BUS 530 Organizational Marketing (3)

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

BUS 540 Accounting Issues (3)

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

BUS 550 Issues in Financial Management (3)

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

BUS 555 Project Management (3)
This course develops advanced project management skills for leading complex initiatives across diverse organizational contexts. Students analyze and apply contemporary project management frameworks, tools, and techniques to plan, execute, monitor, and close projects that align with strategic objectives. Emphasis is placed on integrating process groups, knowledge areas, risk and stakeholder management, and change management principles to deliver sustainable, ethical project outcomes. This course prepares students to sit for the PMP certification exam. A student's performance on the PMP certification exam does not influence the student's grade in this course. The fee for the PMP certification exam is included in the program; it is not an additional fee to the student. The program covers the exam fee one time; any additional attempts to pass the exam must be paid for by the student. Prerequisite: Admission to Polymath MBA Program.

BUS 556 Systems Thinking (3)
This course develops foundational and applied systems thinking skills, enabling students to analyze complex interactions and model organizational systems. Emphasis is placed on systems language, identification and modeling of feedback loops, and strategies to design interventions for organizational and societal improvement. Prerequisite: Admission to Polymath MBA Program.

BUS 557 Human Centered Design (3)
This course develops human-centered design skills for solving complex organizational and social challenges with a focus on real human behavior and needs. Students apply design thinking methods to investigate user contexts, frame problems, generate and prototype ideas, and iteratively refine solutions based on feedback. Emphasis is placed on empathy, creative exploration, critical evaluation of concepts, and collaborative design practices that support meaningful and implementable outcomes. Prerequisite: Admission to Polymath MBA Program.

BUS 558 Artificial Intelligence (3)
This course builds practical fluency with the concepts, language, and applications of artificial intelligence and data in contemporary organizations. Students examine core AI and machine learning foundations, explore large language models, and apply data analysis techniques to inform decisions and communicate insights. Emphasis is placed on interpreting AI outputs, designing effective human+AI workflows, and critically evaluating the ethical, social, and organizational implications of AI and data use. Note: This is not a highly technical programming course and is a deeply applied course focused on practical fluency, critical thinking, and real-world use of AI tools and data in organizational contexts. Prerequisite: Admission to Polymath MBA Program.

BUS 559 Leadership Through Inquiry (3)
This course develops leadership capabilities grounded in inquiry, collaboration, and reflective practice rather than command-and-control expertise. Students use questioning, listening, and facilitation techniques to unlock the strengths of others, navigate disagreement, and guide teams through complex problem solving. Emphasis is placed on communication, interpersonal awareness, and evidence-informed reflection that supports growth-oriented, inclusive leadership in modern organizations. Prerequisite: Admission to Polymath MBA Program.

BUS 560 Global Issues (3)
A study of current issues in global management, drawing together trade, marketing, operations management, policy, ethics, and other factors reacting to the changing global environment in which today's managers must cooperate. Activities in the class will include case studies, role-plays, discussions, Internet-based assignments, written assignments, and a final team project. Offered in Spring.

BUS 565 Sport Law (3)
This course is designed to provide the students with legal concepts and issues within the world of sport. Topics will include negligence liability; control of amateur, professional and school sport; violence/crowd control; product liability; risk management; and other selected current issues.

BUS 566 Current Topics in Sport Management (3)
This course will examine current topics, specialized events, and trends in sport management. The exploration of current topics in the sport industry will direct students to integrate a variety of different areas, which may include communications, diversity, ethics, finance, governance/policy, legal, management, marketing, and/or technology for a holistic view of sports management theory and practice.

BUS 567 Governance in Sport (3)
This course will include a rigorous study of the nature and scope of governance and the major guidelines of the main sports such as football, basketball, baseball, hockey, Olympics, and intercollegiate athletics.

BUS 575 Organizational Systems and Strategy Development (3)
A study of organizational theory and its relationship to modern organizations. Students will develop an understanding of organizations as dynamic evolving systems through review and analysis of the literature, case studies, class discussions, and an integrated group project that examines and analyzes an organization. Offered in Spring.

BUS 576 Readings in Leadership (3)
A study and review of applied leadership concepts from a global perspective. (The evolution of management emphasized in pivotal writing in the field.) This course integrates ideas with established research in comparing how leaders function over time, across cultures, and in various types of institutions. Offered in Fall.

BUS 577 Case Studies in Leadership (3)
A study of the structure and development of applied leadership skills. Issues within leadership will be examined including managing cultural diversity, team building, project management, role and responsibilities of the leaders, theories, the leader/follower relationship, stress management, problem solving, and human behavior concepts. Offered in Spring.

BUS 580 Political, Social, and Ethical Issues in Business (3)
A broad knowledge of current political, social, and ethical issues is critically important to leaders in all fields. This course will explore the most important of these in order to develop an appropriate sensitivity among potential organizational leaders with intensive case study and group interaction to develop a sense of ethical behavior appropriate to the modern organizational leader. Offered in Fall.

BUS 585 Supply Chain Management (3)
This course analyzes the processes that go into managing product availability, especially in a context of rapid product proliferation, short product life cycles, and global networks of suppliers and customers. Of particular focus is managing material and information flows across functional and organizational boundaries. Barriers to integrating supply chains and common operational execution problems will be considered.

BUS 586 Logistics (3)
This course focuses on the three major building blocks of logistics networks: transportation, warehousing and inventory. Students will analyze the advantages and disadvantages of different modes of transportation and consider what goes into designing and setting up a warehousing facility. Emphasis is given to the factors involved that help select the most efficient options that enable companies to develop logistics networks that minimize costs and deliver top customer service.

BUS 587 Data Analytics (3)
This course delves into the different types of data structures, file formats, and sources of data to provide an overview of the key steps in the Data Analytics process. A main focus is on how to differentiate between distinct data roles such as Data Engineer, Data Analyst, Data Scientist, Business Analyst, and Business Intelligence Analyst to align multifaceted operations seamlessly. Key processes such as collecting, wrangling, mining, and visualizing data will be considered.

BUS 591 Internship
Students who are not currently employed in a business environment may be placed in a local business for practical, hands-on application of course material.

BUS 594 Apprenticeship (1-3)
An apprenticeship course is a paid, supervised work experience. It is designed to bridge the gap between MBA theory and corporate practice. The student combines their project management certification and other knowledge acquired during the MBA program to contribute to the company or organization with articulated expectations. A summative reflection is required after each apprenticeship. Students are required to complete 45 hours in employment per one credit hour. This course is repeatable for three credits total. Prerequisite: Admission to Polymath MBA Program.

BUS 599 Independent Study (3)
This course is designed for the student coming into the program with a particularly strong background in one of the required course areas. Upon application by the student and approval by the MBA Program Director, an independent study course may be designed by the student in cooperation with a specific faculty member to substitute for the course in which the student is particularly proficient.

DEFIANCE COLLEGE FACULTY AND STAFF

Office of the President

Richanne C. Mankey, President (2016) – Ohio Northern University, B.A., University of Dayton, M.S.Ed., Columbia University, Ed.D.
Judith Lymanstall, Executive Administrative Assistant (2003)

Academic Affairs

Agnes I. Caldwell, Executive Vice President and Academic Dean (2017) – University of Toledo, B.A., M.A.; Wayne State University, Ph.D.
Stacy Adams, ASD Affinity Program & Education Clinical Experiences Coordinator (2021) – Defiance College, B.S.
Amie Gamble, Head of Academic Assessment (2025) – University of Rochester, B.S.; CUNY City College, M.A.; St. John's University, Ed.D.
Mark Knapp, Jr., Audio Visual & Academic Technology Coordinator (2025) – The Art Institute of Michigan, B.S.; The Academy of Art University, M.A.
Katelyn Smith, Laboratory Assistant and Water Quality Technician (2023) – Defiance College, B.S.
Sharon Wiemken, Director of Academic Technology and Online Learning (2018) – Bowling Green State University, B.S.; M.Ed.

Faculty

Richard Bailey, Assistant Professor of Sport Management (2024) – The Ohio State University, B.A., M.S., Ph.D.; Barry University, J.D.
Steven Bare, Associate Professor of History & McCann Chair (2020) – University of South Florida, B.A.; Nova Southeastern University, M.S.; Georgia State University, M.H.P.; University of Toledo, Ph.D.
Clarissa Barnes, Professor of Special Education, Director of Hench Autism Studies Program, and Faculty Chair (2013) – Western Michigan University, B.S.; Southern Illinois University at Carbondale, M.S., Ph.D.
Joshua Barry, Assistant Professor of Biology (2026) – Mount Union College, B.S.; The Ohio State University, Ph.D.
Justin Bays, Instructor & Director of Music Programs (2024) – Ohio Northern University, B.A; The San Francisco Conservatory of Music, M.M.
Lisa Beringer, Associate Professor of Social Sciences (2022) – St. Norbert College, B.A.; Penn State University, M.A.; Purdue University, Ph.D.
Abigail Bowers, Assistant Professor of English (2023) – Bowling Green State University, B.A., M.A.; Texas A&M University, Ph.D.
Deependra Budhathoki, Assistant Professor of Teacher Education (2022) – Tribhuvan University, B.A., Kathmandu University, MPhil, M.Ed.; Ohio University, M.Ed., Ph.D.
Patrick Cain, Assistant Professor of Biology (2023) – Central Michigan University, B.S.; Towson University, M.S.; Indiana State University, Ph.D.
Qianlei Chen, Assistant Professor of Marketing (2026) – Renmin University of China, B.A.; Fordham University, M.B.A; University of Massachusetts, Ph.D.
Stephen Clouse, Associate Professor of Political Science & McMaster Professor of Constitutional Studies (2022) – Indiana University, B.A, M.S..; Northern Illinois University, M.A., Ph.D.
Heidi DeSota, Associate Professor of Nursing and Director of Nursing (2017) – Northwest State Community College, A.A.; Defiance College, B.S.; University of Toledo, M.S.N.; Indiana Wesleyan, DNP
Yolanda Edwards, Instructor of Accounting & Business (2026) – University of Phoenix, B.S.; The University of Toledo, M.B.A.
Nady El-Zayaty, Associate Professor of Business and Director of Business Programs (2018) – The American University in Cairo, B.A., B.S.; University of Findlay, M.B.A.; Walden University, Ph.D.
Carla Eribal, Assistant Professor of Chemistry (2024) – Otterbein College, B.S.; Missouri University of Science and Technology, Ph.D.
MacKenzie Foust, Assistant Professor of Social Work (2024) – Defiance College, B.S.; The University of Michigan, M.S.W.
Sheldon Goodrum, Associate Professor of Criminal Justice (2014) – University of Toledo, B.A.; Tiffin University, M.S.; Capella University, Ph.D.
Carla S. Higgins, Associate Professor of Education and Director of Education (2015) – The Ohio State University, B.S., M.Ed., Ph.D.
Wesley Jamison, Assistant Professor of English (2025) – Otterbein University, B.A.; Columbia College Chicago, M.F.A.; University of Louisiana at Lafayette, Ph.D.

Yun Heui Jeon, Assistant Professor of Sport Management (2024) – Busan University of Foreign Studies, B.A.; Marshall University, M.S., M.B.A.; Middle Tennessee State University, Ph.D.

Isobel-Marie Johnston, Krieger Visiting Scholar in Religious Studies (2026) – University of Illinois at Urbana, B.A.; Illinois State University at Normal, B.A; Arizona State University, M.A., Ph.D.

Seonguk Kim, Associate Professor of Mathematics (2022) – Pusan National University, B.S.; University of Alabama at Birmingham, Ph.D.

Nayeong Kong, Assistant Professor of Mathematics (2025) – Pusan National University, B.S., M.S.; Temple University, Ph.D.

Olivia Lozar, Associate Professor of Exercise Science and Director of the Institute for Pre-Health and Wellness Studies (2019) – The University of Cincinnati, B.S.; University of Toledo, Ph.D.

Aaron Napierala, Assistant Professor of Computer Science (2018) – Bowling Green State University, B.A.; Dakota State University, M.S.I.S.

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

Kathryn Phillips, Associate Professor of Religious Studies, Chair of the Arts and Humanities Division, and Schauffler Chair (2021) – Mount San Jacinto College, A.A.; University of California, B.A., M.A., Ph.D.

Yixi Qiu, Assistant Professor of Environmental Science (2025) – Hefei University of Technology, B.S.; Chongqing University, M.S.; Texas A&M University, Ph.D.

Timothy E. Rickabaugh, Professor of Exercise Science, Applied Science and Mathematics Division (1997) – Ohio Wesleyan University, B.A.; Miami University, M.A.; Syracuse University, Ph.D.

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

Tess Salisbury, Associate Professor of Social Work, Director of Social Work, and Chair of the Business, Education and Social Work Division (2014) – Bluffton University, B.A.; The Ohio State University, M.S.W.

Candice Seiple, Instructor of Psychology (2023) – Kent State University, B.A.; Tiffin University, M.S.

Shirley Sigg, Assistant Professor of Accounting (2024) – Northwest State Community College, A.A.; Defiance College, B.A., M.B.A.

Jim Sliwinski, Professor of Psychology (2016) – The College of Wooster, B.A.; Texas State University: San Marcos, M.A.; Baylor University, Ph.D.

Mollie R. Sorrell, Assistant Professor of Biology and Chair of the Natural Science, Applied Science, and Mathematics Division (2019) – Lindsey Wilson College, B.A.; Western Kentucky University, M.S.; Miami University, Ph.D.

Joshua Steedman, Assistant Professor of History (2025) – Bowling Green State University, M.S., M.A.; The University of Toledo, Ph.D.

Khushboo Tiwari, Assistant Professor of Computer Science/Cybersecurity (2024) – Guru Gobind Singh Indraprastha University, B.Tech; University of Houston, M.S.

Marianne Vanderbeke, Instructor of Communication (2024) – Bowling Green State University, B.S., M.A.

Michael J. Vanderpool, Assistant Professor of Design (2024) – Monroe County Community College, A.A; Oakland State University, B.A.; Bowling Green State University, M.A.E.

Mike Winslow, Instructor of Criminal Justice (2025) – Ohio University, B.A.

McMaster School for Advancing Humanity and Institute for Career Readiness and Lifelong Learning,

Bridgette Winslow, Associate Vice President for Academic Affairs (2019) – University of Toledo, B.A., M.Ed.

Tracy Armey, Senior Career Coach (2002) – Northwest State Community College, A.A.; Defiance College, B.A.

Kaitlyn Gray, Financial Literacy Educator & Special Programs Support (2023) –Defiance College, B.A., M.B.A.

Robyn Schnee, Career Coach (2021) – Defiance College, B.S.

Registrar, Library and Academic Support Services

Lisa Crumit-Hancock, Assistant Vice President and Registrar (2011) – Defiance College, B.S.; Bowling Green State University, M.A.

Abigayle Baker, Library Associate (2023) – Bluffton University, B.S.

Dawn Buchholz, Associate Registrar (2016) – Defiance College, B.S.

Madilyn Clawson, Associate Library Director (2022) – Miami University, B.A.

Dawn Ferris, Registration Clerk (2018)

Jordan Gehring, Director of the Academic Support Center (2023) – Defiance College, B.A, M.A.

Collette E. Knight, Associate Registrar (2007) – Defiance College, B.S.

Barbara J. Sedlock, Archival Librarian (1982) – Hiram College, B.A.; University of Kentucky, M.L.S.

TRIO Student Support Services

Chitranjan Greer-Travis, Director of TRIO Student Support Services (2026) – Sienna Heights University, B.A.; University of Toledo, M.A.

Marquese Dunn, TRIO Student Support Services Program Coordinator (2026) – Sienna Heights University, B.A.

Athletics

Tiffani Selhorst, Athletic Director (2023) – Wright State University, B.S.; Ohio University M.S.

Ikeem Allen, Assistant Football Coach (2024) – Miami University, B.S.

Stephen Alspaugh, Director of Athletic Bands (2026) – Ohio Wesleyan University, B.M.; North Carolina State University, M.Ed.

Ben Babcock, Assistant Baseball Coach (2021) – The Ohio State University, B.S.; Defiance College, M.B.A.

Matthew Blohm, Assistant Men's Soccer Coach (2026)

Dustin Carrier, Assistant Men's & Women's Volleyball Coach (2025) – California State University at Long Beach, B.S.; University of South Florida, B.S.

Isabelle Danner, Head Women's Soccer Coach (2023) – Trinity International University, B.A; M.A.

Michael Floyd, Head Men's Basketball Coach (2026) – Defiance College, B.A.; Piedmont College, M.B.A.

Shane Gardner, Head Baseball Coach (2023) – Hiwassee College, B.S.; Missouri Baptist University, M.S.

Matthew Gehring, Assistant Athletic Director for Compliance, Facilities and Internships/Head Men's Golf Coach (2023) – Defiance College, B.S, MB.A.

Don Gorrell, Head Women's Golf Coach & Assistant Men's Golf Coach (2025)

Jacob Henderson, Head Men's Wrestling Coach (2024) – Cleveland State University, B.S.; University of Rio Grande, M.S.

Levi Hoffman, Director of Powerlifting (2025) – Northern Michigan University, B.S.

Kalin Hubble, Assistant Softball Coach & Administrative Assistant for Athletics (2023) – Defiance College, B.S.

Stephen Jenkins, Assistant Women's Soccer Coach (2023) – California State University Bakersfield, M.P.A.

Nicholas Lopez, Assistant Football Coach (2026) – Frostburg State University, B.S.

Mazen Maali, Assistant Women's Basketball Coach (2026) – Old Dominion University, B.S.

Garett Mansfield, Director of Athletic Communications (2022) – Bowling Green State University, B.A.

Elisabeth Marquez, Assistant Director of Athletic Communications (2026) – Defiance College, B.A.

Kyriq McDonald, Assistant Football Coach (2026) – University of Cincinnati, B.S.

Brandon Mendoza, Assistant Men's Wrestling Coach (2026) – Tiffin University, B.A., M.Ed.

Douglas Miller, Director of Bowling & Head Coach (2025)

Shanna Morris, Head Women's Wrestling Coach (2025) – Tiffin University, B.S.

Bill Nickell, Head Football Coach (2022) – Urbana University, B.S.

Jordan Osborne, Head Softball Coach (2023) – Defiance College, B.A.

Courtney Peay, Head Women's Basketball Coach (2003) – Nyack College, B.A., MDiv.

Terry Ranes, Athletic Facilities Manager (2003)

Cole Recker, Head Women's Flag Football Coach (2025) – Defiance College, B.S., M.B.A.

James Rollins, Head Cross Country and Track & Field Coach (2023) – Central State University, B.S.

David Taynor, Assistant Football Coach: Offensive Coordinator (2025) – Urbana University, B.S.; University of Louisville, M.A.

Jeremy Thornburg, Director of Volleyball (2024) – Indiana University-Purdue University Fort Wayne, B.S.

Kevin Tong, Assistant Athletic Director & Head Athletic Trainer (1997) – Ohio University, B.S.; Wagner College, M.S.Ed.

Michael J. Vanderpool, Head eSports Coach (2024) – Monroe County Community College, A.A; Oakland State University, B.A.; Bowling Green State University, M.A.E.

Joe Webb, Assistant Football Coach (2025) – Urbana University, B.S.

Htut Zar, Head Men's Soccer Coach (2024) – Mount Vernon Nazarene University, B.A.; Ohio University, M.S.

Enrollment Management

Jeremy Taylor, Vice President of Enrollment Management (2012) - University of Texas-Pan American, B.A., M.A.; University of Arkansas, Ph.D.

Janelle Rubio, Athletic Admissions and Financial Aid Specialist (2022) – Defiance College, B.A.
Stephen Yunker, Director of Conferences and Event Management (2023) – Ohio State University, B.S.; Bowling Green State University, M.A.

Admissions
Nicole Hoffman, Director of Admissions and International Education (2021) – Northern Michigan University, B.A.; Siena Heights University, M.A.
Will Garlock, Admissions Counselor (2024) – Defiance College, B.A.
Amber Larson, Assistant Director of Admissions (2021) – Otterbein University, B.A.
Lyndsey Talbot, Assistant Director of Admissions (2026) – Central Methodist University, B.S., M.Ed.; Oklahoma State University, M.S.
Andrew White, Associate Director of Admissions (2022) – Defiance College, B.S., M.B.A.

Financial Aid
Amy Francis, Director of Financial Aid (2022) – Defiance College, B.S.
Makenzie Warncke, Financial Aid Counselor (2026) – Northwest State Community College, A.A.; Bowling Green State University, B.S.

Marketing and Communications
Alan Bostelman, Director of Marketing & Public Relations (2025) – Ohio University, B.S.
Kayla Mengerink, Assistant Director of Public Relations and Marketing (2023) – Defiance College, B.A.

Finance and Administration
Thomas Stuckey, Vice President for Finance & Administration (2023) – Goshen College, B.S.; Bowling Green State University, M.Ed., Ph.D.
Kristine M. Boland, Controller (2000) – University of Toledo, B.S.
Michelle Call, Accounting Associate (2004)
Kristina R. Mohring, Director of Student Accounts (2009) – Wilmington College, B.A.; Defiance College, M.A.E.

Human Resources
Mary Burkholder, Director of Human Resources (2005) – Defiance College, A.A., B.A.
Monica Webb, Mail Services & Retail Store Coordinator (2025)

Physical Plant
Brent Greear, Director of Physical Plant (2012)
Rex Andrews, Groundskeeper/Maintenance Technician (2026)
Jeff Appel, Maintenance Technician (2020)
Rob Groh, Maintenance Technician (2024)
Donald Parrish, Groundskeeper (2024) – Findlay College, B.A.; Bowling Green State University, M.Ed.
Phillip J. Stelzer, Assistant Director of Physical Plant (2011) – University of Northwestern Ohio, A.A.S.
Ronald A. Vorlicky, Maintenance Technician (2008)

Institutional Advancement
Scott Wills, Vice President for Institutional Advancement (2026) – Ohio Northern University, B.S.; Ashland University, M.B.A.
Sheri J. McCoy, Director of Donor Relations & Special Events (1993)

Student Affairs
Lisa Marsalek, Vice President and Dean of Students / Coordinator of Compliance (2007) – The Ohio State University, B.S., M.A./M.L.H.R.
Andre Almore, Coordinator of Student Belonging & Hall Director (2025) – Defiance College, B.S., M.B.A.

Jacob Arnold, Director of Campus Safety (2024) – Defiance College, B.A., M.B.A.
Nikki Arnold, Accessibility Services Coordinator and Case Manager (2024) – Defiance College, B.S.; Indiana Wesleyan University, M.A.
Noel Barrera, Assistant Director for Housing Operations and Student Life Office Manager (2022) – Lourdes University, B.A.
David Flory, Safety Officer (2024) – Defiance College, A.A., B.A.
Kris Knight, Assistant Dean of Campus Wellness and Director of Counseling & Accessibility Services (2015) – Tiffin University, B.S.; Bowling Green State University, M.S.
Dana Peterson, Director of Student Activities & Hall Director (2025) – Defiance College, B.A.
Kay Studer, Safety Officer (2024)
Jennifer Walton, Associate Dean of Student Belongingness & Director of Residence Life (2014) – Defiance College, B.A., M.A.E.
Mike Winslow, Veteran, Transfer, Adult & Commuter Student Support Coordinator (2025) – Ohio University, B.A.

Emeriti Administration

Janice Bechtel, Chaplain Emeritus (1986-2016)
Beverly Harrington, Registrar Emeritus (1970-2010)

Emeriti Faculty

Donald H. Buerk, Ph.D. (2002-2024) History
Jo Ann Burkhardt, Ph.D. (2002-2022), Education
Kenneth E. Christiansen, Ph.D. (1974-2008), Religion
Fred Coulter, Ph.D. (2002-2022), Education
Deborah Dalke, Ph.D. (1997-2020), Psychology
Mary Catherine Harper, Ph.D. (1999-2019), English
Donald S. Knueve, Ph.D. (1978-2014), Criminal Justice
Harry G. Miller, Ph.D. (1963-1997), Physics
Marian Plant, Ed.D. (2002-2019), Religious Studies
David L. Reed, M.A. (1987-2007), Natural Sciences
Craig A. Rutter, (1983-2018), Exercise Science
Frank Sanders, M.S.W. (1980-2008), Psychology
Carolyn M. Small, B.S. (1964-1995), Music
Steven J. Smith, M.F.A. (1981-2011), Art
Steven J. Sondergaard, J.D. (1993-2024), Criminal Justice
Michael T. Soper, Ph.D. (1986-2006), History**Richard W. Thiede**, Ph.D. (1978-1997), Communication
Jeffrey S. Weaner, M.S.W. (1977-2016), Social Work
Alesia Yakos-Brown, M.S.W. (2001-2024), Social Work
Barbara J. Sedlock, M.L.S. (1982-2025), Education
David Stuckey, M.A. (2000-2025), Mathematics
Timothy D. Wedge, M.A. (2011-2025), Digital Forensic Science