



# Heidelberg College

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[www.heidelberg.edu](http://www.heidelberg.edu)

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College

## 2004-2005 Heidelberg College Catalog

# Heidelberg



2004 - 2005

# CATALOG

# Academic Year Calendar



## Semester I 2004-2005

Sun.	Aug.	29	First-year students and transfers arrive
Mon.	Aug.	30	Registration verification
Tues.	Aug.	31	Classes begin
Thur.	Oct.	14	Long weekend recess begins after last class
Mon.	Oct.	18	Classes resume
Tues.	Nov.	23	Thanksgiving recess begins after last class
Mon.	Nov.	29	Classes resume
Fri.	Dec.	10	Classes end
Mon.	Dec.	13	Final exams begin
Thur.	Dec.	16	Christmas recess begins after last exam

## Semester II 2004-2005

Sun.	Jan.	9	Registration verification
Mon.	Jan.	10	Classes begin
Mon.	Jan.	17	No classes—Martin Luther King Day
Thur.	Mar.	10	Spring recess begins after last class
Tues.	Mar.	29	Classes resume
Thur.	May	5	Classes end
Fri.	May	6	Final exams begin
Wed.	May	11	Final exams end
Sun.	May	15	Baccalaureate, Undergraduate and Graduate Commencement

## Summer 2005

Mon.	May	23	Term 1 classes begin
Fri.	June	24	Term 1 classes end
Mon.	June	27	Term 2 classes begin
Fri.	July	29	Term 2 classes end
Mon.	May	23	Term 3 classes begin
Fri.	July	29	Term 3 classes end

# Sources of Information

▼  
HEIDELBERG COLLEGE, Tiffin, Ohio 44883-2462

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<b>SUBJECT</b>	<b>OFFICE</b>	<b>TELEPHONE AREA CODE: 419</b>
Admission	Vice President for Enrollment	448-2330
Advanced Standing	Vice President for Academic Affairs and Dean of the College	448-2216
Alumni Affairs	Director of Alumni and Parent Relations	448-2059
Athletics	Athletic Director	448-2019
Business Matters	Vice President for Administration	448-2000
Career Placement, Employment	Director of Career Development	448-2058
Employment of Teachers	Teacher Placement Bureau	448-2125
English Language Institute	Office of International and Multicultural Academic Programs	448-2207
Financial Aid	Director of Financial Aid	448-2293
General Information	College Operator	448-2000
General Matters	The President	448-2202
Graduate Studies		448-2288
Institutional Advancement, College Relations	Vice President for Institutional Advancement	448-2383
Non-Traditional Studies	Lifelong Learning Coordinator	448-2095
Payment of Tuition, Fees	Business Officer	448-2183
Publications, Publicity	Director of College Relations	448-2031
Student Affairs	Vice President for Student Affairs	448-2062
Study Abroad	Office of International and Multicultural Academic Programs	448-2207
Summer School	Lifelong Learning Coordinator	448-2095
Transcripts, Grades	Registrar	448-2090
Weekend College	Lifelong Learning Coordinator	448-2095

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From its founding, Heidelberg College has believed in the dignity of the individual, and it is an affirmative action, equal opportunity institution. Heidelberg does not discriminate on the basis of race, color, national and ethnic origin, religion, age, political affiliation, socioeconomic status, sex or handicap in the administration of its admission policies, educational policies and programs, financial aid programs, employment practices and athletic and other school-administered programs and activities.

The provisions of this bulletin are not to be regarded as a contract between any student and the institution. Course content and regulations are under constant review and revision. The College reserves the right to change any provision, regulations or requirements set forth herein, and the right to withdraw or amend the content of any courses listed as may be required or desirable by circumstances.

# The College



Heidelberg is a college of both change and continuity. Proud of its 154-year tradition, Heidelberg continues to be dedicated toward a liberal arts education, a path the College has followed since its founding when it educated ministers.

Today, because men and women change goals and careers with frequency during their lifetimes, Heidelberg's mix of a liberal arts education with career opportunities offers students a solid base on which to grow in their professional and personal lives.

A liberal arts education expands knowledge, sharpens the intellect and explores cultural frameworks so that men and women can shape their values and their lives perceptively and with vision. Career opportunities afford time for looking at professional options, for developing marketable skills and for gaining real-world experience.

## HISTORY

Heidelberg was founded in 1850 by members of the German Reformed Church who named the College after the Heidelberg Catechism of 1563.

Seeking to minister to the German population of Ohio, the founders of the College established a church-affiliated institution staffed by a largely theologically trained faculty. Into the 1890s and beyond, the ideal of training Christian scholars persisted as the goal of a Heidelberg education.

No laymen served as President of the College until after World War II. Heidelberg tenured faculty members were required to be members of a Christian faith until the early 1970s. Today, many of the staff and the students are not members of the United Church of Christ. This denomination was formed in 1957 by a merger of the Evangelical and Reformed Church with the Congregational Christian Churches.

In becoming an independent, church-related, liberal arts educational institution, Heidelberg has interpreted the educated person to be an individual who can articulate the relationship between academic learning and learning for life.

From five students in its first graduating class, Heidelberg has experienced periods of growth and contraction during its long and rich history. Today, Heidelberg offers 30 majors and employs 83 faculty (FTE). Its total enrollment is over 1,500 students in all programs.

## CAMPUS BUILDINGS AND FACILITIES

Heidelberg College is located on a 110-acre campus in Tiffin (population 20,000), county seat of Seneca County and center of a prosperous agricultural, industrial and business area in northwestern Ohio.

The campus is located on the east side of Tiffin on College Hill. Heidelberg's tree-lined campus has large expanses of well-kept lawns and flowering shrubs.

Classrooms, laboratories and other buildings are within easy walking distance in the time allotted between classes. Downtown Tiffin is within a half-mile of campus, and the city's churches are conveniently near.

The old and new in architecture at Heidelberg blend harmoniously. From the pure Greek Revival lines of Founders Hall and the Victorian Gothic style of College Hall, the architecture moves toward the more modern English Gothic and to the functional style typified by Beeghly Library. In many of the buildings erected since 1907, gray Bloomville limestone, with cut Bedford stone for trim, gives a sense of unity to the various styles. Nine buildings ranging in age from 146 to 71 years are entered in the National Register of Historic Places.

**Advancement House**, a three-story structure renovated in 1997, has housed various student groups over the years. Located at 166 Greenfield Street, the house is now home to Heidelberg's Division of Institutional Advancement, comprised of development and alumni relations.

**Aigler Alumni Building**, purchased in 1961 from the Tiffin City Board of Education, was remodeled and equipped for use as a classroom, office and laboratory building. This Jacobethan-style structure contains the business and economics, psychology and Master of Business Administration departments. Its name recognizes the loyal support of Heidelberg alumni, especially Allan G. Aigler, Class of 1902, a trustee of the college from 1926-1960.

**The Auxiliary Gymnasium**, an aluminum-sided structure built in 1948 by the Federal Works Agency, provides additional recreation space and is used as a wrestling practice facility. A battery of tennis courts is adjacent to the gymnasium.

**Bareis Hall of Science** was constructed in 1964 to honor George F. Bareis, president of Heidelberg's Board of Trustees from 1899-1932, and his daughter, Grace M. Bareis, who in 1935 became the second woman named to the Board. Bareis, Heidelberg's center for the physical sciences, contains the 80-seat Frost Lecture Hall. Also housed there are offices, the Computer Center, the Water Quality Laboratory, classrooms and labs for biology, chemistry, geology, mathematics, physics and water resources.

**Beeghly Library** is the intellectual heart of Heidelberg College. Industrialist Leon A. Beeghly provided the major financial gift for the construction of this three story circular building. Dedicated in 1967, the library has shelf space for 200,000 volumes. Special collections include the Besse Collection of English and American correspondence, and the Pohlable Collection of books on ballet and the circus. The library also has a large classroom with 65 seats, a small seminar room and the Montague Room computer lab. Students have easy access to books, newspapers, periodicals, videos and CDs. The Instructional Media Center is located in the library. Beeghly is a full participating member of OPAL and Ohiolink.

**Brenneman Music Hall** is the center for the college's musicians. The west portion, completed in 1949, and renovated in 2000, was designed for use by the violin, voice, organ, piano and instrumental divisions of the music department. A three-story addition, made possible by a gift from Clara Brenneman of Wadsworth in honor of her husband, Glen, opened in the fall of 1971. The building now contains the 325-seat Ferris and Dorothy Ohl Concert Hall, a recital hall, classrooms, practice studios, the Beethoven Lounge, offices, a music library and a recording studio.

**Edson J. Brown Residence Hall** opened in 1960 and accommodates 125 students. It is named for Dr. Edson J. Brown, Class of 1915, a Cleveland physician who considered his entrance into Heidelberg a turning point in his life. He served as a trustee from 1932 until his death in 1972. The Learning Center and the Lavelly-Shedenhelm Education Center is also located in Brown Hall.

**The Campus Center** is the focal point for student activities and services. The east half of the center was constructed in 1926 to serve as The Commons, a men's dining hall. After 1966, the Modern English Gothic portion of the building was altered to provide the Great Hall, a multi-functional room. The opening in 1971 of a two-story wing expanded recreational services for students. The addition included a snack bar with 250 seats and recreation area, called The Castle. The Campus Center was closed for the 1999-2000 academic year for renovations. A 9,000 square foot addition was added to the existing 26,000 square foot building. Housed within the new facility are student organizations, student health services and student affairs offices. Student mailboxes, a fitness center, the campus bookstore, a computer lab and a food court featuring Starbucks Coffee are also located in the Campus Center. The newly renovated facility opened in August of 2000.

**College Hall**, a brick building in Victorian Gothic style, was completed in 1886 with funds raised from the Reformed Church and the Tiffin community. The bell in College Hall's tower, a local landmark, hung in the Seneca County Courthouse from 1841-1884. Also known as University Hall and the U-Building, College Hall houses administrative offices, classrooms, fraternity halls and Rickly Chapel, a 625-seat hall named for S. S. Rickly, one of Heidelberg's founders. In 1992, a carillon, the gift of alumna Marian I. Larkin, was installed in the tower.

**Founders Hall**, constructed between 1851-1858, holds the distinction of being the first building on the Heidelberg campus. The Greek Revival architecture was designed by one of Heidelberg's founding fathers, Jeremiah Good. The three-story brick structure, which originally served as a men's dormitory, was modernized in 1929-1930 and renovated in 1974. It houses a rehearsal theatre, FM radio station WHEI, WHEI-TV, video taping rooms, costume rooms, a dance studio, classrooms and faculty offices for communication and theatre arts and foreign languages. Interior renovations to Founders were completed in 1992 and early 1993.

**France Residence Hall**, a residence hall for about 70 women, was completed in 1925. It is named in recognition of Luella Blackwell France, a benefactor of the college. France, which has a meeting hall for two sororities, is connected to Brown Hall.

**285 E. Perry Street**, a two-story frame house adjacent to Brenneman Music Hall. The house was built in 1852 as a residence by Heidelberg's first president, E. V. Gerhart. The house has been used as a guest house. In 1997 it was converted to student housing.

**Gillmor Science Hall**, construction of a new 44,000 square ft. addition to Bareis Hall of Science began in October 2003 and is scheduled for completion in December 2004.

**The George P. Gundlach Theatre**, which is connected to Founders Hall, was completed and dedicated during Heidelberg's 125th anniversary celebration in 1975. Its seating capacity is 250. The theatre was built through a financial gift from the late Mr. Gundlach, Class of 1931. He received an honorary degree in 1960. A native of Tiffin who spent much of his life in Cincinnati, Mr. Gundlach envisioned Tiffin and the College as partners in civic and cultural projects. He saw the theatre as one means of strengthening that bond.

**Honors House**, a handsome and appealing two-story brick structure, formerly was the president's house. Built in 1868, it was home to the Development Office until 1996 when it was renovated to accommodate the Honors Program.

**Hoernemann Refectory**, adjacent to the main lounge of Miller Residence Hall, is the primary dining hall for students. Built in 1966, the dining hall honors Paul H. Hoernemann, Class of 1938, a highly successful football and basketball coach and later Vice President of the College until his death in 1965. In the summer of 1992 and again in the summer of 1999, a major interior renovation was completed in Hoernemann, featuring new seating arrangements, new décor and new equipment. The new design eliminated the single serving line and created multiple points-of-service offering a full variety of popular food concepts.

**King Memorial Residence Hall**, completed in 1954 to provide living space for male students, is now a coeducational dormitory for 188 students. A lounge connects two three-story wings. Construction was made possible by a gift from Alice Rhodes King as a memorial to her husband, the Rev. Owen G. King, Class of 1905. King Hall is located on Main Street.

**Sara D. Krieg Residence Hall**, also on Main Street, was named in honor of Sara D. Krieg, whose bequest to the College was an expression of her faith in Christian higher education. The five-story brick building, completed in 1964, has living quarters for 144 men and women, a lounge, four common living rooms, a recreation room and a study room. The Art Department was moved to Krieg Hall in 1985. The building was closed during the fall of 1999 for complete renovations. Students moved into the newly renovated building in January 2000 for the beginning of the spring semester.

**Russell R. Krammes Service Center**, completed in 1971, is the center for all College maintenance and service operations. Built in 1971 on historic Armstrong Field-site of Heidelberg's first intercollegiate football game in 1892 - the building is a memorial to Russell R. Krammes, Class of 1906, and his wife, Florence. Adjacent to Krammes is a 200 car parking lot made possible by a gift from the National Machinery Foundation of Tiffin.

**Laird Hall** was completed in 1913, built with funds provided by Della Shawhan Laird, widow of a prosperous Tiffin businessman. Originally built to house all sciences taught at Heidelberg, Laird has accommodated only the Department of Biology, the extensive Charles H. Jones Collection of Minerals (donated to a Cleveland museum in 1988) and the Biology Museum since the completion of Bareis Hall in 1964.

**Mayer Field**, located between Williard Residence Hall and Rock Creek, has an all-weather track and other track and field facilities, and fields for softball, soccer, intramural sports and community activities. This facility was made possible by a gift from the Frederick M. Mayer family. Mr.



Mayer, Class of 1920, served as a trustee of the College from 1948-1970 and was a trustee emeritus at the time of his death in March 1993.

**Dr. Charles E. Miller Residence Hall**, which accommodates 194 upperclassmen on five floors, was completed in 1966. The hall is named in memory of Charles E. Miller, Heidelberg's president from 1902-1937. Miller Hall is arranged by suites with two rooms sharing a bathroom.

**Arthur B. Pfeiderer Center for Religion and the Humanities** was constructed in 1912 with a grant of \$25,000 from Andrew Carnegie. Under terms of the grant, the College was to match that amount for maintenance of the building, which served as the college library for 55 years. The center was made possible in 1971-1972 through a gift from Dorothy Painter Pfeiderer, Class of 1922, as a memorial to her husband, Arthur, a 1920 graduate who was a Heidelberg trustee from 1953 until his death in 1969. The Modern Gothic structure was adapted to house offices, classrooms and Herbst Chapel, a multi-purpose room with a seating capacity of 180. The center serves all religious groups on campus, filling worship and contemplative needs.

**Sayger Court** in Seiberling Health and Physical Education Center is named for the late Herman E. Sayger, a successful physical education director and coach at Heidelberg in the 1920s. He was responsible for bringing a complete program of intramural sports to the College. The court is used for indoor sports and major events such as commencement and Alumni Day.

**Seiberling Health and Physical Education Center** was completed in 1952 after delays during World Wars I and II and the Great Depression. The building bears the name of Frank Seiberling, an 1879 alumnus who became president of Goodyear Rubber Co. and founder of the Seiberling Rubber Co. Mr. Seiberling made the first pledge for the physical education plant in 1917. Other funds were contributed later by alumni, churches, local citizens and friends. After a fire destroyed some athletic facilities in 1985, a major addition to Seiberling was completed to add offices, locker rooms, a weight room and a sports medicine facility.

**Stoner Health Center**, with a complete outpatient clinic, was established in 1966 to honor a long-time benefactor of the College, Dr. L.D. Stoner. The center moved to the newly renovated Campus Center in August 2000.

**Williard Residence Hall**, a Gothic-style residence hall for 70 men and women, was named for George Williard, president of the College from 1866-1890. The hall, built with funds given by citizens of Tiffin and Seneca County and dedicated in 1907, was a residence for women from 1907-1974. Connected to Miller Hall, Williard Residence Hall was closed for the 1992-1993 academic year for major renovations. A fire in January 2000 caused extensive damage to the building. The building was demolished in March 2001. Construction of a new 65 bed residence hall was completed in December 2001. The new building maintains the Gothic-style of the original Williard Hall.

The following 9 buildings have been entered in the National Register of Historic Places by the U.S. Department of the Interior: Founders Hall, The Guest House, The Development House (now the Honors House), College Hall, Pfeiderer Center for Religion and Humanities, Laird Hall, Aigler Alumni Building, France Hall and The Great Hall of the Campus Center. Founders Hall was first entered in the National Register in 1973, the other eight buildings in 1979.

## ACCREDITATION AND AFFILIATION

Heidelberg College has continuously been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1913 and was included on the Association's first published list of accredited institutions. The Higher Learning Commission is located at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504 and can be reached at (312) 263-0456, (800) 621-7440 or by fax (312) 263-7462.

The College is a full member of the National Association of Schools of Music and its requirements for entrance and graduation are in accordance with the published regulations of this accrediting agency. The College is recognized by the State Department of Education of Ohio and most other states. Information related to Title II compliance is available from the Vice President for Academic Affairs.

The College is an institutional member of the Council for Higher Education of the United Church of Christ, the American Association of Colleges for Teacher Education, the Ohio

Foundation of Independent Colleges, Inc. (OFIC), the Council for Independent Colleges (CIC), the Association of Independent Colleges and Universities in Ohio (AICUO), the Ohio College Association and the College Entrance Examination Board.

The College's Master of Arts Degree in Counseling is recognized and approved by the Ohio Board of Regents and the Ohio Counselor and Social Worker Board.

The College's Athletic Training Program is in candidate status for accreditation with the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Heidelberg is recognized by the American Association of University Women with its membership rights and privileges.

# Academic Programs



## MISSION STATEMENT

Heidelberg College is a community of learning that promotes and nurtures intellectual, personal and professional development, leading to a life of purpose with distinction.

## STATEMENT OF EDUCATIONAL PHILOSOPHY AND VALUES

Heidelberg College, in the Liberal Arts tradition, educates persons who can act effectively and with integrity in a world of change. It cherishes academic excellence, honors knowledge, encourages original research, and promotes a lifelong commitment to free inquiry. Heidelberg is dedicated to being a diverse community that challenges students to understand their cultural heritage and the contemporary world, to explore frontiers of knowledge, and to develop powers of mind and spirit. In keeping with its historic affiliation with the United Church of Christ, students, faculty, staff, and the Board of Trustees work together to understand and respect diverse cultures, religions, and lifestyles. Heidelberg College develops individuals with high moral and ethical standards who are productive in their life's work, engaged in their communities, and responsible citizens of the world.

## STATEMENT OF INSTITUTIONAL GOALS

*At the time of graduation, Heidelberg students will be capable of:*

1. Demonstrating the breadth of knowledge and creative and critical thinking skills to fully participate as citizens of the changing world;
2. Synthesizing theory, knowledge and experience related to their majors;
3. Demonstrating the writing and speaking skills to communicate effectively within their disciplines;
4. Demonstrating the quantitative and problem-solving skills sufficient for their disciplines and for functioning in an increasingly technical society;
5. Demonstrating an awareness of their own cultures and a sensitivity to and appreciation of other cultures;
6. Valuing the quest for purpose, integrity, and spiritual growth;
7. Demonstrating an engagement with Heidelberg College and the local community, as well as with the nation and the world.

*In the years following graduation, alumni will find that their experiences while at Heidelberg played an important role in:*

8. Shaping their understanding and appreciation of the world;
9. Developing the abilities and strength of character to achieve their personal goals;
10. Developing the capacity and willingness to contribute in a positive and constructive way to the communities in which they live and to Heidelberg College.

## DEGREE REQUIREMENTS

The curriculum provides a structure in which students can discover how a liberal arts education enriches their lives. It offers opportunities for them to reflect on their education and to integrate learning and experience. It encourages them to discern connections between the various fields within the liberal arts and between those fields and their major. It is designed to provide broad exposure to the disciplines in the liberal arts, concentration in major and minor fields, proficiency in several transferable skills and flexibility in program design. The interdisciplinary course "Introduction to the Liberal Arts" provides a common experience for beginning students and the series of courses in the category "Exploring the Liberal Arts" offers opportunities for all students to experience integration and coherence in their learning experiences.

The major components of the curriculum are the “Introduction to the Liberal Arts” and “Exploring the Liberal Arts” courses, general education distribution courses which vary by degree type, a concentration in one or more majors and minors, and elective courses.

The College has 16 academic departments. The student may choose from among 30 majors. Some students follow pre-professional programs. Students take approximately 40 hours in their major, 28 to 37 in electives and 43-52 in general studies distributed among natural sciences, social sciences, humanities and arts.

Heidelberg offers Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Arts in Education, Master of Arts in Counseling and Master of Business Administration degrees.

## MAJORS AND MINORS

All candidates for the Bachelor of Arts or Bachelor of Science degrees must complete at least one major. Students may choose to complete two majors, a major and a minor, a major and two minors, or simply one major. Only these combinations will be listed on a student’s transcript.

A major is an approved course of study, usually consisting of 24 to 40 semester hours of work. There are two types of majors: 1. Departmental majors consist of courses in their major department and allied courses and 2. Interdisciplinary majors consist of specified courses from various departments as listed in the Catalog. An allied course is one taught outside the major department and either required for the major or recognized by the major department(s) as particularly supportive of the major. At least half of the hours in a major must be done as coursework at Heidelberg College, not including credit by exam or CLEP.

A minor is an approved course of study consisting of 15 to 21 semester hours of course work. Most minors are designed by departments that offer majors, but some disciplines in which no major is offered may offer a minor. At least half of the hours in a minor must be done as coursework here at Heidelberg College. In the event that the required number of hours is an odd number, then the number of hours required at Heidelberg will be rounded up. For example, a student needs to complete at least 8 hours at Heidelberg for a 15-hour minor. Candidates for the Bachelor of Music degree are also eligible to complete one or two minors.

No grade below C- will be accepted in a major or minor unless waived by the department(s). Under no circumstance may more than one grade below C- be waived. (For Bachelor of Music degree candidates, the major field is delineated in the Music Student Handbook. For education majors see the department.)

No more than 40 hours from any one subject prefix may be applied toward a major. No more than 48 hours from any single subject prefix may be applied toward graduation. Internship credit cannot be applied to any part of a major unless it is required of all students completing the major.

The student should declare a major by the close of his/her sophomore year. If a student elects to complete a minor, this should also be declared by the end of the sophomore year. Whenever possible, the student should select an advisor who teaches in the major department.

Students who major or minor in more than one field must complete all of the requirements for each major or minor, including allied courses.

Students who desire to change their major or minor should make their request in writing through the Registrar.

## GENERAL EDUCATION REQUIREMENTS

Candidates for either the Bachelor of Arts or Bachelor of Science degrees must satisfy the general education requirements of the degree. These courses are designed to provide a broad liberal arts background and skills specific to the particular degree program. A brief description of the course categories follows the listing of the requirements.

All candidates for the Bachelor of Arts, Bachelor of Science, or Bachelor of Music degrees must complete the following courses. **Honors students** are required to take Introduction to the Liberal Arts only, and complete the specific requirements for the Honors Program diploma as described in this catalog.

COR 100, Introduction to the Liberal Arts, exemption for transfer students with 24 or more hours

One course from the group designated as 300 level COR courses, Exploring the Liberal Arts  
A senior capstone experience in one of the student's majors

CTA 100

ENG 101

Junior level discipline specific communication requirement

At least 2 hours and not more than 3 hours in Health and Physical Education selected from "Strategies for Fitness" and designated activity classes.

Additional requirements for each of the degree programs are:

#### **Bachelor of Arts Requirements**

At least 2 semester hours from the Arts

3 Courses from the Humanities (three different prefixes)

2 Social Science courses (two different prefixes)

2 Natural Sciences (two different prefixes), one course must have a lab component (min. 6.1 sem. hrs.)

One additional Arts course of two semester hours or more (different prefix than that of the Arts course listed above) or one additional Humanities course of two or more semester hours (any prefix).

1 Other Cultures course (may not be used to fulfill part of humanities or social sciences)

1 Mathematics course

1 Foreign language course at the second semester level (may not be used to fulfill part of the three-course humanities requirement)

#### **Bachelor of Science Requirements**

At least 2 semester hours from the Arts

2 Courses from the Humanities (two different prefixes)

3 Social Science courses (three different prefixes)

3 Natural Sciences (three different prefixes), one course must have a lab component (min. 9.1 sem. hrs.)

1 Other Cultures course (may not be used to fulfill part of humanities or social sciences)

2 Mathematics courses

#### **Bachelor of Music Requirements**

2 Courses from the Arts and/or Humanities (except MUS)

1 Course from Natural Sciences or Mathematics (includes CPS)

1 Course from Social Sciences

1 Other Cultures course (any prefix)

1 Elective (except MUS)

### **Category and Course Descriptions**

**COR 100, Introduction to the Liberal Arts:** An interdisciplinary general education class organized around four or five central experiences (performances, exhibitions or presentations) that celebrate the value of aesthetic and intellectual experience. Each experience is preceded by thoughtful preparation in a seminar setting and followed by careful reflection and expression. In this way the liberal arts tradition is expressed and understood and the student is offered an opportunity to develop critical skills of research, thought and expression. Students take this course during the first 24 hours of course work at Heidelberg unless special circumstances require accommodation. Students who enter Heidelberg College with 24 hours or more of transfer credit are not required or permitted to take COR 100. This course is offered in the fall semester and is a graduation requirement. Students who fail the course during a fall semester will be re-registered for the course the following fall. Students are not permitted to withdraw from the course.

**300 Level COR Courses, Exploring the Liberal Arts:** Upper-level interdisciplinary classes that provide an opportunity for students to make connections between the methods and subject fields of different academic disciplines utilizing the personal and intellectual insights they have acquired during the first half of their college experience. Each course utilizes the characteristic modes of inquiry of more than one traditional academic discipline in addressing current issues and concerns. These courses are intended to continue at the junior level the interdisciplinary approach to education that was introduced in COR 100 courses. These courses do not satisfy general education requirements in any discipline specific area. The successful completion of one COR 300 course is a graduation requirement. Prerequisite: Junior status or higher.

**Senior Capstone Experience:** The capstone requirement provides an experience which connects learning and doing. It requires the student to synthesize theory, knowledge and experience. Students have the opportunity to reflect upon their learning experiences while at Heidelberg.

**Arts:** Courses in this category help the student develop an awareness and appreciation of the artistic expression and creative processes inherent in the arts. A total of at least 2 semester hours is required to fulfill this category. Courses in this category are from the areas of creative and performing arts.

**English Composition:** This course provides students with the opportunity to enhance their written communications skills and develop competence in composing various forms of exposition, the mode central to academic and most career writing. Students also become more experienced critical readers of expository prose selections. All students except those who have Advanced Placement status, or who have been exempted from English 101 by the English Department, will complete English 101, Expository Writing.

**Junior Level Discipline Specific Communication Requirement:** This requirement will be determined separately for each major. Students must fulfill this requirement through courses taken at Heidelberg College. Students are introduced to the conventions of writing and speaking within their discipline, on the rhetorical, stylistic, and documentational levels.

**Humanities:** Courses in history, language, linguistics, literature, philosophy, and religion that investigate human constructs and concerns. Prefixes in this category are: ENG literature and linguistics, HIS, FRN, GER, SPA, JPN, GRK, NDI 199 and 200, REL and PHI.

**Language:** During orientation, and before spring registration, a placement test is administered in French, German, and Spanish. If a student scores high enough to enter French 201, German 201, or Spanish 201, the Bachelor of Arts language requirement is considered fulfilled. Students who score high enough to be placed in 300-level language may earn credit for 201 and 202 (6 hours) in the appropriate language.

**Mathematics:** It is the goal of the Department of Mathematics to ensure that students possess the quantitative skills necessary to read, comprehend and interpret the information that will be presented to them in our increasingly technical society. Students may satisfy the mathematics requirement of their degree program by obtaining a proficiency exemption from the Department of Mathematics. (Neither MTH 090 nor MTH 117 fulfill this requirement.)

**Natural Sciences:** Courses in this category provide an opportunity for students to have some fundamental understanding of the natural sciences: theories, experimentations and applications; and be able to make informed judgments concerning scientific matters affecting their lives. Prefixes in this category are: BIO, CHM, GEO, PHY, and WTR with the exception of BIO 120, GEO 105, PHY 103, PHY 215.

**Other Cultures:** Courses in this category introduce students to cultures different from their own. These courses are interdisciplinary, relate to a specific culture or regional tradition which is significantly different from current U.S. culture, have a specific content issue as the focus, compare how common human issues are addressed in diverse ways, explore the concept of ethnocentrism, and consider the importance of understanding one's own and other cultures. Degree-seeking international students must fulfill this requirement.

**Public Speaking:** CTA 100, Oral Communication I, enables the student to listen critically, arrive at intelligent decisions and speak effectively. The public speaking course helps the student to identify and appeal to different audiences, stimulate understanding by skillful presentation of information and support claims with appropriate evidence. The requirement may be met by examination, unless a CTA major.

**Social Sciences:** The social sciences study individual behavior, whole cultures, and the organized ways in which human beings live together and solve problems. Using specialized concepts, theories, methods and perspectives, social scientists offer useful insights into human institutions and behavior. Prefixes offered in this category are: ANT, BAE (but not ACC), ECO, POL and PSY.

**Special Exemptions:** While the College is committed to the General Education requirements as the foundation of a broad liberal arts education, it is also recognized that in a few extraordinary situations (for example, a student with two majors with foreign study and/or internship requirements) a student may have difficulty scheduling the completion of the General Education requirements. In such cases, a student may petition the Dean of the College for special exemptions from not more than two courses in the General Education requirements. Petitioning students must have a minimum 3.00 grade point average and have completed not more than 60 semester hours of college credit. All exemptions will be reviewed on an individual basis and do not reduce the 120 hours required for graduation. Bachelor of Arts degree-seeking international students whose Native language is not English are exempt from the foreign language requirement.

## TOTAL DEGREE REQUIREMENTS

Major (approximately)	<b>40 sem. hrs.</b>
Hours at the 300-400 level	<b>30 sem. hrs.</b>
Electives (approximately)	<b>26-50 sem. hrs.</b>
A.B. Degree	<b>26-33 sem. hrs.</b>
B.S. Degree	<b>29-32 sem. hrs.</b>
BMUS Degree	<b>1-3 sem. hrs.</b>
General Education (approximately)	<b>32-56 sem. hrs.</b>
A.B. Degree	<b>49-56 sem. hrs.</b>
B.S. Degree	<b>50-53 sem. hrs.</b>
BMUS Degree	<b>32-34 sem. hrs.</b>
Total Academic Hours	<b>120 sem. hrs.</b>
Total Student Development	<b>1 credit</b>
Grade Point Average	<b>2.000 or higher</b>

Courses in the major may be used to satisfy General Education Requirements. This will not reduce the number of hours required for graduation, but gives opportunity for additional elective hours.

All students must earn a minimum cumulative point average of 2.00 to qualify for a degree.

Each student must complete no fewer than 30 semester hours at the junior level or above (300 or 400 levels at Heidelberg) at four-year institutions.

A student who wishes to receive a degree from Heidelberg College must take at least the senior year in residence; that is, a minimum of 30 semester hours. Sixty semester hours must be earned at a four-year, regionally accredited institution to qualify for a degree.

No student may work for two degrees simultaneously. If a student wishes to work for a second degree, he or she must acquire an additional 30 academic hours at Heidelberg after completion of the first degree. To add another major, up to the allowable limits, additional course work can be done following graduation.

## MINORS

The College offers minors in many disciplines. Descriptions of requirements for each minor are listed in the information provided by the department responsible for administering the minor.

Archaeology—See Political Science & Anthropology	Latin American Studies—See Latin American Studies
Art—See Art	Legal Studies—See Political Science
Biology—See Biology	Literature—See English
Broadcast Journalism—See Communication	Math—See Mathematics
Chemistry—See Chemistry	Political Science—See Political Science
Cultural Anthropology—See Political Science & Anthropology	Music—See Music
Economics—See Business	Philosophy—See Religion and Philosophy
Finance—See Business	Physics—See Physics
Geology—See Geology	Psychology—See Psychology
German—See Languages	Religion—See Religion and Philosophy
History—See History	Spanish—See Languages
International Studies—See International Studies	Theatre Arts—See Communication
	Writing—See English

## ART COURSES

Courses in the Arts category help the student develop an awareness and appreciation of the artistic expression and creative processes inherent in the arts. The courses listed below fulfill this requirement:

ART 102, 103, 131, 312, 355, 358	MUS 100-400, A-B-C-D
CTA 105, 150, 207, 255	MUS 127 a-u, 128 a-u, 147, 149
NDI 112, 301, 302	MUS 242, 342, 442

## OTHER CULTURES

Other Cultures courses are designed to be interdisciplinary, relate to a specific culture or regional tradition which is significantly different from current U.S. culture, have a specific content issue as the focus, compare how common human issues are addressed in diverse ways, explore the concept of ethnocentrism, and consider the importance of understanding one's own and other cultures. Students are required to take one Other Cultures course as part of their degree requirements. Degree-seeking international students must fulfill this requirement. The courses listed below fulfill this requirement:

ANT 200 Cultural Anthropology	HIS 330 History of Modern Japan
ANT 300 Native North Americans	HIS 332 History of the Modern Middle East
CTA 255 Topics in Film Studies	HIS 361 Maya World
HIS 113 Asian Civilization I	NDI 106 Introduction to India
HIS 114 Asian Civilization II	NDI 107 Introduction to China
HIS 118 Model Arab League	NDI 108 Introduction to Japan
HIS 200 Native American History	NDI 340 Women's Voices in Latin America
HIS 251 Latin American Civilization	POL 250 Latin American Politics
HIS 252 Latin American Nations	REL 204 Religions of the World

## OTHER ON-CAMPUS PROGRAMS

### Internships

Heidelberg College is committed to providing students with an excellent education, of which an internship may be an important component. Off-campus internships provide students with a first-hand, real world experience that may have a very positive influence on a student's collegiate career. Faculty members are willing to supervise and to assist with arranging a wide variety of internships in such diverse settings as government agencies, businesses, the community of the arts, the helping professions, communications media and public interest groups. Internships provide students with an excellent opportunity to more fully explore their career interests and talents, as well as apply what has been learned in the classroom to non-academic environments. Frequently, students receive offers of employment as a direct result of their internship experiences.

Internship opportunities are available to students in good academic standing, with a minimum 2.0 cumulative grade point average and who have displayed an ability to produce high quality work in a timely manner. Each academic department has its own set of internship policies. Students should check with their academic advisor for complete information about internships within her or his major. Copies of the general guidelines for internships are available in the Office of Career Development.

The amount of course credit that may be earned through an internship varies by department. Some offer up to 15 hours to students with upperclass standing. Students wishing to register for internship credit must obtain an Internship Contract from the Office of Career Development. Students must secure the approval of both a departmental supervisor *and* an off-campus supervisor and credit may be earned only through the appropriate department. Internship credits may not be applied to the General Education Requirements, nor may summer internships be applied for credit to the next semester.

Internship credit may be applied toward a major **ONLY** if:

1. An internship is required of all students seeking a degree within that major;
2. Prior approval for the internship to be applied toward the major has been granted by the administering department, the Educational Policies Committee and the faculty.

### Departmental Honors

The departments which offer honors register their candidates in a year-course listed as 475-476. A Departmental Program Committee formed by the department administers the project.

To receive departmental honors at commencement a student must satisfy the following requirements:

*Junior Year:* The head of the department in which the student has chosen to work toward departmental honors presents the candidate's written application to the Departmental Program Committee.



Before the end of the junior year, the candidate defines his or her project for independent research, to be conducted during the senior year, and obtains the approval of the head of the department.

If the student has an adequate command of a foreign language, he or she should be encouraged to use it as a tool in his or her research.

*Senior Year:* The student who has elected to attempt departmental honors will be asked to achieve two things in the senior year.

I. To work out an independent research project.

II. To write a comprehensive examination.

For the independent research project the student will receive six semester hours of credit, three each semester. He or she will prepare progress reports, submit a thesis not later than three weeks before the end of the last semester and take an oral examination over the area of independent research.

Shortly before the end of the last semester, the candidate will write the comprehensive examination. It will test integration and comprehensive understanding of the entire field of the department (or of a more limited area originally agreed upon) regardless of courses taken.

The department head will recommend a successful candidate to the Departmental Program Committee, and the latter will recommend him or her to the faculty for the awarding of departmental honors at commencement.

### **Course Honors**

In certain courses (as determined by the instructors themselves) able students will have an opportunity to work on two levels: 1. they will complete the regular syllabus and 2. they will have an opportunity to elect also an additional project. If they successfully complete such a project and at the same time achieve an A or B level in the regular assignments, they will receive Course Honors. Course Honors are designated on the transcript.

The additional work, which is designed to encourage independent effort, will broaden the regular course and enrich it for able students. It will be substantial enough to demand at least 30 hours of a student's time in a 3-hour course.

### **Pre-Professional Studies**

Students who plan to enter accredited professional schools such as medicine, dentistry, osteopathy, law, medical technology, nursing, veterinary medicine, engineering, environmental management and the ministry can obtain at Heidelberg the thorough undergraduate training necessary for success in those professional schools.

The ideal preparation for professional training is the complete four-year curriculum in a liberal arts program, for most professional schools give preference to the thoroughly trained individual who has a degree. However, some few students must accelerate their work and the following plan might prove helpful.

Those few individuals who are able to complete a minimum of 90 semester hours which include general education and major requirements during their first 3 years at Heidelberg, may arrange to take their senior year at a professional school if that professional school is approved by recognized academic accrediting agencies. If they can obtain admission to such a school without having completed their undergraduate work (only electives), they will be granted the baccalaureate degree from Heidelberg College under the following conditions:

1. They must spend at least two years, including the junior year, as students of Heidelberg College.
2. They must have completed all general education and major requirements at Heidelberg College. This will constitute a minimum of 90 semester hours of academic work.
3. They must have an overall GPA of 3.00 at the end of their junior year.
4. They must notify the Registrar of their intention by the end of the sophomore year. This is essential because approval of the accreditation of the professional school in question must be determined.
5. They must satisfactorily complete the first year's work in the professional school. A transcript of the work must be sent to the Registrar of Heidelberg College.

## Pre-Law Statement

Heidelberg College has developed a unique pre-law program which offers an excellent opportunity for preparing students for law school. Pre-law advisors are available to assist students interested in a legal career. The pre-law advisors have law school experience and will work with individual students to select a course of study that will best suit their interest as well as their career choice. The pre-law program provides a supportive environment for those students interested in going to law school, law school visitations and assistance with the law school application process. The program also encourages participation in legal internships and volunteer work experiences.

Although there is no preferred course of study for a person wanting to go to law school, [The Official Guide to U.S. Law Schools](#) suggests that students thinking of law school acquire skills that enable one to think critically, reason logically and speak and write effectively. These skills can be attained in a number of different courses and majors. A student will have ample opportunity to gain these skills with Heidelberg College's emphasis on a broad liberal arts education.

## Credit by Examination and Advanced Placement Programs

Individuals who have acquired knowledge equal to that held by the usual college student may be able to receive credits toward graduation from Heidelberg College. The Credit by Examination and Advanced Placement programs are available to these students, who are encouraged to write to the Vice President for Academic Affairs and Dean of the College for further information.

## Division of Lifelong Learning

Having long espoused the concept of lifelong learning, Heidelberg provides educational opportunities not only for residential students of traditional college age but also for adult students who may have full-time jobs and/or commitments in the home. The Division of Lifelong Learning assists and advises such students and coordinates special opportunities for them.

If their off-campus responsibilities permit, adult students entering Heidelberg through the Division of Lifelong Learning may enroll in traditional day and evening classes. But because many Lifelong Learning students find that job or home responsibilities limit or prevent their enrolling in traditional weekday classes, Heidelberg provides special opportunities through its Weekend College on the Heidelberg campus, its off-campus evening program in Maumee and its Non-Traditional Studies program.

Established in 1980 with the special needs and capabilities of adult learners in mind, **Weekend College** meets on alternate weekends throughout the fall, spring and summer terms. Classes are scheduled on Friday evening, Saturday morning and afternoon and Sunday morning. Each class meets twice during the weekend. Students may eat in the campus dining hall and take advantage of the many events that take place on campus.

In 1989 Heidelberg initiated its **off-campus degree-completion program in Maumee**. At its branch in Arrowhead Park, Heidelberg offers evening classes for Lifelong Learning students pursuing a Baccalaureate with a major in accounting, business administration or psychology. If the need arises, a Lifelong Learning student may on occasion supplement traditional, Weekend and Maumee schedules by enrolling in non-traditional classes. Established in 1974, the **Non-Traditional Studies** program enables the student to enroll in courses non-traditionally — that is, the student does much of the work independently under the supervision of a professor with whom he or she meets on a mutually agreed basis. Thus, time spent on campus is kept to a minimum, consistent with the student's individual needs and the requirements of the specific course.

Many Lifelong Learning students enter Heidelberg with **transfer credits** from other accredited post-secondary schools, and some students with considerable experience may be candidates to receive credit for "life experience." A student who can document that he or she has acquired knowledge or skills equivalent to those taught in the college classroom may receive **credit by assessment**. The student prepares a portfolio documenting this learning. After reviewing the portfolio, the assessment committee of the consortium of East Central Colleges (ECC) recommends to Heidelberg the credits to be awarded. Students also may pursue **credit by examination** — either through nationally administered tests like CLEP or those administered by Heidelberg departments.

## Continuing Education

In addition to its programs designed for the student seeking academic credit, the Division of Lifelong Learning also administers Heidelberg's **Continuing Education Program**, which makes available occasional non-credit courses for self-enrichment and occasional workshops for the practicing professional. Workshop participants may earn Continuing Education Units (CEUs).

## OFFICE OF INTERNATIONAL AND MULTICULTURAL PROGRAMS

The Office of International and Multicultural Programs provides services for international visa-holding students and all students of diversity studying on the Heidelberg College campus. Attempts are made to provide the needed services and orientation to all these identified individuals or groups. Everyone is encouraged to become acclimated into the College and community environment while still maintaining their own unique identities.

Initial and on-going orientation will be provided for visa-holding students with emphasis on maintaining a legal status with the Immigration and Naturalization Service (INS). New international students will have a roommate of a nationality other than their own. The Heidelberg English Language Institute (HELI) offers intensive English as a Second Language and American cultural orientation for students whose first-language is not English but who wish to attend an American college or university. The HELI Conversation Partner Program enhances students' opportunities to improve their English communication skills, their understanding of the American culture and their ability to integrate with their American peers.

Students of diversity are encouraged to use the Office of International and Multicultural Programs to enhance their academic and social opportunities throughout their years at Heidelberg College. The Office supports the Black Student Union, Latino Student Union and other similar organizations formed by minority groups or diversity groups. Martin Luther King Day, Black History Month, Kwanzaa Festival, worship opportunities for non-Christian groups, ethnic or non-Western cultural speakers and entertainers, women's and men's issues are addressed by the Office in an attempt to enhance the rich cultural diversity represented on the Heidelberg College campus.

### The Heidelberg English Language Institute (HELI)

Heidelberg College requires that international students and students whose first language is not English have sufficient knowledge of the English language to benefit from their academic studies. Therefore, all new students must either take a Heidelberg in-house TOEFL (Test of English as a Foreign Language) when they arrive on campus or furnish an official E.T.S. International TOEFL score form, recent to within one year of the date of application to the College.

Students may also be required to submit to other forms of evaluation, such as a written essay and/or oral interview. Based on the results of these evaluations, the students are placed in one of three programs best suited to their language-skill level. (1) Students whose test scores and other skill evaluations indicated a need for further training in English are placed in an **all-HELI intensive English program**: 20 to 25 hours a week of coursework including class sessions and laboratories. (2) Students who show a high level of English proficiency in some skill areas, but who still need to develop in others, are placed in a **transition program**. In this program, students are permitted to take one or more academic classes while continuing to improve their English skills in HELI classes. (3) Those students whose TOEFL scores and language-skill evaluations show an acceptable level of language fluency in all skill areas are eligible for a **full-time academic program**.

All HELI classes appear on the regular academic schedule. HELI course descriptions appear under the heading ENGLISH LANGUAGE INSTITUTE in the **Courses of Study** section of this Catalog. Either a passing oral evaluation or successful completion of ELI 132 and the HELI oral evaluation are prerequisites for CTA 100. Either a passing TOEFL essay evaluation or successful completion of ELI 142 and the HELI TOEFL essay evaluation are prerequisites for ENG 101. Only credits earned for the 100-level courses are applicable toward a bachelor's degree at Heidelberg College.

### The American Junior Year or Semester at Heidelberg University, Germany

See our website for additional information at <http://www.heidelberg.edu/ajy>.

Since 1958, Heidelberg College students have had a unique study abroad option available to them. For one semester or the full year, students can live and learn the German language through our program at Heidelberg University, Germany. Total immersion in the German

culture is our goal, therefore all coursework and communication which takes place in our German office is conducted in German. Students from all areas of the United States are accepted for participation in the American Junior Year Program although Heidelberg College students have advantages in applying for admission.

To be eligible for admission into the program, a student must have obtained at least junior status prior to entering the university (or have sophomore standing and strong SAT or ACT scores) with a cumulative grade point average of B or better. In addition, the student must have completed at least two years of college or university-level Germany study or the equivalent and secured the recommendation of the head of the Department of German, assuring that he or she has a sufficient grasp of the language to follow a full-time course at a German university. Students need not major in German to participate.

Although a full year of study is strongly recommended, students can also study during the fall or spring semesters. The fall term runs from late August through late December; however, due to the differing academic calendar at the University of Heidelberg, the spring term does not begin until mid-February and runs through mid-July. The conditions for admission for the semester options or the full year of study are identical.

Studying at the University of Heidelberg—Germany’s oldest university—students will find themselves developing a more independent and self-reliant attitude toward learning. A rich educational and cultural experience awaits any student who chooses the American Junior Year Program. The cost of the program is kept as low as possible to facilitate the participation of Heidelberg College students. Financial aid is also made available to Heidelberg College students. More detailed information about this unique study abroad option is available through the Office of International and Multicultural Programs located in the Campus Center, Room 306.

### **The Center for Cross-Cultural Study, Spain**

Heidelberg College, through a special cooperation agreement with *The Center for Cross-Cultural Study (CC-CS)*, sponsors a study abroad program in Seville, Spain.

*The Center* offers a variety of courses in Spanish language, literature, culture, history, art history, political science, business and regional folk dance throughout the year. Emphasis is placed on total cultural immersion. Therefore, the courses include references to the active cultural life of Spain, with on-site classes at centers of government and study visits to museums and monuments complimentary to the regular courses. *The Center* offers a program of study visits and travels both in the vicinity and in other provinces. It is also expected that students speak Spanish at all times with faculty, staff and fellow students.

Students may spend a semester, a full year or a summer studying at *The Center* depending on their needs and time. They may apply to the *Intensive Intermediate Semester Program in Spanish Language and Culture* or the *Upper Division Spanish Studies Program*. Admission to these programs will be determined according to previous college Spanish training.

To be able to participate in this program, Heidelberg College students must have completed a minimum of two years of college Spanish and received the approval and recommendation of the head of the Spanish Department.

Heidelberg College students may apply for financial aid to attend this program. They should contact the Financial Aid Office early in the semester previous to the semester they expect to participate in this program.

Detailed information concerning the program is available upon request from the Languages Department or the Office of International and Multicultural Programs in Room 306 of the Campus Center.

### **The Center for Cross-Cultural Study, Cuba**

Heidelberg College, through a special cooperation agreement with *The Center for Cross-Cultural Study (CC-SC)*, sponsors a short-term program in Havana, Cuba during January or June of each year. Courses are taught at the Liberal Arts College of the University of Havana. Successful completion of two years of college Spanish or the equivalent are required before enrollment in the program. Special courses are designed which focus on themes and issues that address the particular needs of American students, without the pressure of academic competition with Cuban classmates.

A special selection of course offerings in Spanish language and Cuban literature, history, government, sociology and the arts is available to students.

### **Oxford Study Abroad Program**

A recent agreement between Heidelberg College and the Oxford Study Abroad Program will allow qualified students to study for one or two semesters at Oxford University in Oxford, England, one of the world's most prestigious, stimulating universities. The agreement facilitates admission to the University for students in good standing in the Honors Program who have completed two years of college. Students not enrolled in the Honors Program also are eligible, and can be recommended for the study-abroad program at Oxford. For further information, see the Dean of Honors Program.

### **Other Study Abroad Programs**

Heidelberg College offers qualifying students the opportunity to study at seven universities in five countries through the East Central College Consortium exchange agreements of which Heidelberg College is a member. Under these arrangements, Heidelberg students remain registered at Heidelberg and pay their normal tuition but live and study at: Kansai Gaidai University in Osaka (Japan), The Inter-American University of Puerto Rico at San German (PR), The University of Prince Edward Island (Canada), The University of Quebec at one of its six campuses (Canada), The University of Saskatchewan (Canada), Universidad Blas Pascal in Cordoba (Argentina), University of Karlstad (Sweden), American College of Thessaloniki (Greece) and Beijing Institute of Petrochemical Technology (People's Republic of China).

Depending on the specific ECC exchange agreement, students will pay tuition fees to Heidelberg College while room and board fees are paid to the host university. Qualifying students will retain financial aid awarded through Heidelberg. The cost to a student for one or two semesters abroad may be no more than the cost at Heidelberg College plus travel expenses and incidentals. Students must qualify for study abroad at Heidelberg College before applying for the ECC exchange programs. Students must be in at least their second year of collegiate study, maintain an acceptable GPA and meet all other study abroad requirements proscribed by the individual program or institution. Most of the programs do not require prior foreign language proficiency. These exchange programs will also bring students from the partner institutions to Heidelberg College, adding to the diversity of the campus.

Heidelberg College also has an agreement with Intercontinental Recruitment and Support Services of the United Kingdom to enroll qualifying students directly into the following United Kingdom university programs: Leicester University (Leicester, United Kingdom), The University of Kent at Canterbury (Canterbury, United Kingdom), The University of York (York, United Kingdom), University of Bradford (Bradford, United Kingdom), University of Essex (Colchester, United Kingdom), University of Sunderland (Sunderland, United Kingdom), Brunel University (London, United Kingdom) and University of Limerick (Limerick, Ireland).

Heidelberg College students are eligible for the Irish-American Scholars Program through the BEI (British Educators Initiative) sponsored by the government of the United Kingdom. Students may apply for a one semester or two-semester program of tuition-fee study at Queens University in Belfast, the University of Ulster or the Belfast Institute. Final selections will be made in mid-February. Further information and applications are available in the International and Multicultural Programs Office in Room 306 of the Campus Center.

Other study abroad opportunities are available through numerous agencies and institutions. The American University in Washington, D.C. offers semester interactive learning academic experiences through the World Capitals Program. The following are locations where AU provides semester-long programs: Beijing, Berlin, Brussels, Buenos Aires, London, Madrid, Moscow, Paris, Prague, Rome, Santiago, Zimbabwe and South Africa. The CIEE (Council on International Educational Exchange) also offers study abroad opportunities throughout the world as do Butler University, Arcadia University and similar institutions.

Information regarding study abroad opportunities is available in the Office of International and Multicultural Programs located in the Campus Center, Room 306. Short term, summer term, work or international intern opportunity information may also be secured in the Off-Campus Resource Library located in the same Campus Center office.

## **The Washington Semester**

Qualified students may apply for a semester's appointment (ordinarily in the junior year) to Heidelberg College's *Washington Semester Program*.

The Washington Semester, administered by The American University in Washington, enables students to obtain valuable work and study experiences within governmental or private agencies or institutions in the nations capital. Each Washington Semester student enrolls in special seminars and engages in individual research and career-oriented work experiences.

Students may emphasize either the study of governmental institutions, economic policy issues, foreign policy issues, community development, women in politics, the criminal justice system, the Washington mass media, international business and trade, or peace and conflict resolution.

## **Other Off-Campus Programs and Opportunities**

To supplement their course work on campus, students may choose from a variety of off-campus study programs that provide practical, career-related experiences.

For students intending to enter careers in science research or business and government positions in the natural sciences, Heidelberg offers opportunities for on-site field work in the study of habitats not found in northwestern Ohio and participation in excavation of an archaeological site. For descriptions see Anthropology 250 and 251.

Individuals desiring career-oriented experiences in the natural science fields may participate in the ongoing research programs of water quality studies involving northern Ohio streams and Lake Erie. The *Heidelberg Water Quality Laboratory*, which was founded within the Heidelberg Department of Biology in 1969 as the Sandusky River Project, has involved a number of students through course and laboratory work, internships and part-time work. Since its founding, the Water Quality Laboratory has been supported by grants from governmental and private agencies totaling about \$5 million. The WQL's water analysis laboratory at Heidelberg is one of the best-equipped facilities of its type in the nation and plays a central role in the College's water resources major. In 2002 Congress paid special tribute to the lobby designating it as the National Center for Water Quality Research.

Heidelberg students interested in the environment can benefit from the opportunity to study in the four *nature preserves* possessed and managed by the College within a 15-mile radius of the campus. These wood lots, the gifts of alumni and friends of Heidelberg, total 91.8 acres.

## **ROTC Program**

Heidelberg College has an agreement with Bowling Green State University for students who wish to take Air Force and Army ROTC courses for the purpose of earning appointments as commissioned officers. A maximum of six semester hours may be applied toward the Heidelberg College bachelor's degree. Students are required to complete and sign a learning contract prior to enrollment in ROTC courses. Further information on these programs is available from the Office of the Vice President for Academic Affairs.

## **COOPERATIVE DEGREE PROGRAMS**

Heidelberg College offers formal cooperative degree programs with other institutions in the areas of engineering, environmental management, medical technology and nursing.

### **Cooperative Degree Program in Engineering**

By cooperative arrangement with Case Western Reserve University, Cleveland, Ohio, a student may take the first three years of course work at Heidelberg College and two years at Case Western Reserve to satisfy the requirements for a degree from Heidelberg and a degree in engineering from Case Western Reserve.

During the three years at Heidelberg, the student is able to complete the general education and major requirements for either a Bachelor of Arts or Bachelor of Science degree and to obtain a strong foundation for technical work in the engineering sciences. The requirements for the appropriate engineering degree can be satisfied by taking two years of specialized coursework at Case Western Reserve.

## **Cooperative Degree Program in Environmental Management**

By cooperative arrangement with Duke University, a student who wishes to be an environmental manager is able to attend Heidelberg College three years and Duke University two years to earn a bachelor's and a professional degree. Heidelberg College will confer the bachelor of arts degree and Duke the master of environmental management degree. The Duke School of the Environment has combined the former School of Forestry and Environmental Studies and the Duke Marine Laboratory, and offers programs in forest resource management, resource ecology, ecotoxicology, environmental chemistry, water and air resources, resource economics and policy, coastal environmental management and ocean sciences.

## **Cooperative Program in Medical Technology**

Heidelberg College offers a pre-professional program to prepare students for medical technology studies at other Ohio programs. In all cases, premedical technology students have the option of completing their major and general education requirements in three years and then, if accepted, substituting the medical technology program for their fourth year of college work. Upon acceptance to and successful completion of their fourth year in medical technology, they will be awarded a baccalaureate degree from Heidelberg College.

Students who take this collegiate program must, in addition to completing other College requirements, fulfill the requirements for entrance to the school of medical technology as specified by NAACLES (National Accrediting Agency for Clinical Laboratory Sciences). Minimally, these are 16 semester hours of biology, including microbiology and immunology, 16 semester hours of chemistry and 3 semester hours of mathematics. Students may major in biology or chemistry.

## **Cooperative Degree Program in Nursing**

Heidelberg College, in cooperation with the Frances Payne Bolton School of Nursing of Case Western Reserve University, Cleveland, Ohio, offers a pre-professional program in collegiate nursing leading to the N.D. degree (Doctor of Nursing), a clinical doctorate in nursing. The 3-4 program requires three years at Heidelberg and four at Frances Payne Bolton.

During the three years of study at Heidelberg, the student must complete the general education and major requirements as defined in this Catalog. In addition, the student must complete the specific course recommendations outlined by the Frances Payne Bolton School of Nursing.

This program provides the student with basic nursing education and an R.N. in the first two years, followed by an advanced clinical focus and research training in an area of concentration of the student's choice. The program is characterized by educational depth and an emphasis on inquiry and collaboration in patient care which are hallmarks of other health professions.

Students are urged to apply at the end of their sophomore year or at the beginning of the junior year at Heidelberg College for admission to the Frances Payne Bolton School of Nursing; that is, one year in advance of the intended admission date. If accepted, students may transfer academic credits from their first year at Case Western Reserve University back to Heidelberg, and will be awarded their baccalaureate degree from Heidelberg College.

## **SPECIAL ON-CAMPUS PROGRAMS**

Special on-campus programs provide students with opportunities to gain intensified and advanced study in several areas. Attention is called to the Non-Departmental and Integrated Studies Courses, the courses in Japanese and Other Cultures Studies and the following: Departmental Honors, Course Honors and Independent Study.

### **Honors Program**

Specific descriptions of curricular components of the Honors Program appear in the *Honors Program Handbook*, which is revised yearly. In addition, the *Honors Program Handbook* includes forms such as service-learning and senior-project contracts as well as policy statements for the program.

*Admission to the Honors Program:*

First-year students entering Heidelberg will be invited to apply for acceptance into the Honors Program if they meet these criteria: an ACT score of 27 or higher **or** SAT score of 1210 or higher; and a high school GPA of 3.5 or higher **or** class rank in the top 10%.

Students attending Heidelberg College with a cumulative GPA of 3.5 or greater after completing 15 semester hours (but before completing 56 semester hours) may apply for acceptance into the Honors Program. They should contact the director of the program for further information. Refer to HONORS PROGRAM in the **Courses of Study** section of this Catalog for course offerings and degree requirements.

## GRADUATE STUDIES

Beginning in June 1987 a Master of Arts in Education degree program was instituted. This program is designed to improve teachers' classroom competencies and leadership capabilities. (See Education for course listings.)

In January 1989 a Master of Arts in Counseling degree program was instituted. This program is designed to develop in students the knowledge, skills and attitudes needed to professionally provide counseling services to clients in school and non-school settings. (See Psychology for course listings.)

In August 1995 a Master of Business Administration degree program was begun. The purpose of this program is to develop in students the knowledge and skills needed for general management, including the capacities of understanding, judgment and communication leading to action. (See Business Administration, Accounting and Economics for course listings.)

The *Graduate Studies Catalog* available from the Office of Graduate Studies gives details of all programs.

## HEIDELBERG COLLEGE JAPAN CAMPUS

Heidelberg College offers first-year level courses in Sapporo, Japan. The lower division courses are designed to provide a transition program for Japanese students who wish to study at Heidelberg College or other American institutions. Courses at the Japan site are conducted in English by native English speaking instructors. Appropriate special services are provided at the Sapporo and Tiffin sites to facilitate the transition of Japanese students.

Titles and descriptions of courses offered in Japan are equivalent to those offered in Tiffin. Credits earned at the Japan location are fully applicable toward the general education requirements or electives of a Heidelberg College degree.

Heidelberg College also offers selected graduate courses in education at the Japan site.



# Academic Policies



In any organization or institution, for orderliness and efficiency and maintenance of certain standards, rules and regulations are established in the best interest of those who participate. Certain procedures have been set forth at Heidelberg College by the Board of Trustees, faculty and the students and by the three teams working together.

## ATTENDANCE

Attendance at class sessions is expected of students. The instructor is responsible for informing the class in writing at the beginning of each course about the class attendance policy and the steps to be used to implement this policy. Indifference to class attendance may result in the student being withdrawn from the class.

## EXAMINATIONS/ABSENCE FROM EXAMINATIONS

Each course includes an evaluation of the student's work. This evaluation may include a final examination or it may take the form of a seminar paper, a recital or a special project. If a student is absent from an evaluation session without an excuse, he or she may receive an F in the course. If the student is absent under extremely extenuating circumstances without excuse from a previously announced examination or test during the semester, the instructor may grant a makeup examination.

## COURSE LOAD

A normal course load is considered to be 15-16 academic hours a semester; a minimum full-time schedule, 12. The maximum for music students is 17 hours.

## SEMESTER HOUR

A semester hour may be defined as the equivalent of one recitation hour a week continued for one semester. Ordinarily two laboratory hours or two hours of work in the gymnasium are regarded as the equivalent of one recitation hour.

To receive credit, a student must register for all courses to be pursued during a semester.

## EXTRA HOURS

If a student wishes to take more than the maximum hours (16 for Arts and Sciences, 17 for Music; excluding music ensembles), an extra hour fee is charged. The fee may be waived if the student has earned at least a 3.50 cumulative grade point average and has completed at least 60 hours of study of which a minimum of 30 hours has been earned at Heidelberg. Students who meet these requirements may take up to 18 credits without an extra fee for two semesters provided the 3.00 grade point average is earned for full-time work during the semester preceding the 18-hour term.

Only those students who have a minimum cumulative point average of 2.00 may register for as many as 19 hours, and only those students who have a minimum cumulative point average of 2.50 may register for as many as 21 hours. The maximum hours for which a student may register is 21.

Only those students who have received a point average of 2.00 (2=C) or better the previous semester and have a cumulative point average of 2.00 or higher may register for more than a normal schedule. Exceptions to these requirements can be made only by the Vice President for Academic Affairs and Dean of the College.

## REMEDIAL COURSE WORK

No credit toward a degree will be given for work below the first year college level.

## CLASS STANDING

A student's class standing is determined by the number of credit hours passed. Sophomores should have completed 24 hours; juniors, 56 hours and seniors, 88 hours.

## PASS-FAIL COURSES

Juniors and seniors with a 2.50 average or better are permitted to register for one elective course per semester on a Pass-Fail basis with the written approval of the department in which the course is taught. Any student with less than a 2.50 must obtain permission from his/her major adviser and the elective department.

The hours for a Pass-Fail course will not count in the major or minor, in General Requirements, or as Honors Seminars or Support Courses. A Pass-Fail arrangement is irrevocable; that is, the Pass-Fail may not be changed during the semester or at a later date to a letter-grade basis.

Withdrawals will be handled according to the rules governing all courses (WF after the specified date).

"Pass" should designate that the student did work comparable to C- or better. "Fail" equates to a D or F.

A student wishing to register for a Pass-Fail course should obtain a Pass-Fail Agreement form from the Registrar's Office and complete it during the first week of classes.

## AUDIT

A student who wishes to attend a class but who does not wish to receive a grade of credit for the course may register as an auditor. A student must declare the auditor status in a course by the "Last Day to Add Classes." This date is announced in the *Schedule of Classes*. The degree of class participation acceptable or required shall be determined between the student and instructor and listed on the audit form which is available in the Office of the Registrar. The completed audit form will remain on file in the Office of the Registrar.

The class audited shall be noted on the transcript, and the instructor will award the grade of "AU" if students fulfill the performance requirements outlined on the audit form and the grade of "U" if students fail to meet these requirements. Students will not be eligible for "Credit by Examination" after having taken a class for audit credit.

## GRADING SYSTEM

The quality of work done by a student is indicated by the symbols, A, B, C, D, F, NC, P, U and S. An A indicates the highest standard of work; D is the lowest passing grade; an F, outright failure. Grades P or S indicate a letter grade of C- or better (B- or better for graduate courses). An I (Incomplete) is given at the end of a semester only when a student through no personal fault is unable to complete the course with the class. A student receiving an I is not eligible for the Dean's List for that semester until the course is completed. An NC (No Credit) grade indicates that the requirements of the course have not been met and credit for the course is not received. The NC (No Credit) grade can be received by only undergraduate, Heidelberg College degree-seeking, first-year students for the first semester of their enrollment. It is considered a failing grade and is seen as such by the Financial Aid Office and the Educational Policies Committee, as well as other institutions of higher education. The NC grade is not calculated into the semester or cumulative grade point averages. A student receiving an NC grade is not eligible for the Dean's List. At the close of each semester a report of grades is available on-line to each student.

Grades earned for course(s) from which a student withdraws are as follows:

Dropping one or more course(s) but remaining in at least one course;

1. A grade of "W" is recorded for each course dropped on or before the last day to drop courses.

2. A grade of “WF” is recorded for each course dropped after the last day to drop courses. Dropping all courses (withdrawing from the College);
  1. A grade of “W” is recorded for each course when withdrawing from the College on or before the last day to drop courses.
  2. A grade of “WF” is recorded for each course when withdrawing from the College after the last day to drop courses.

The “Last Day to Drop Courses” is published in the *Schedule of Classes*.

If special circumstances warrant, circumstances beyond the control of the student, the Vice President for Academic Affairs and Dean of the College may grant, upon request, permission to have the grade of “W” recorded in place of the grade of “WF”.

For a student who has earned a grade of D or F (not NC) in a course and repeats the course, the cumulative point average will reflect the higher grade, although both grades will remain on the transcript. The course must be repeated for the same number of semester hours at Heidelberg College.

A course repeated more than once will be treated as a separate course with no replacement of a previous grade unless the course is designed to be a repeatable course.

The student and the instructor must sign an incomplete form prior to the grade being awarded. A student receiving an “I” must complete the work by the date stated on the incomplete form, which can be no later than one year from the date of recording.

No grade changes may be made once a grade has been officially recorded unless an error in computing or in recording the grade has occurred and has been verified by the instructor and the department chairperson. If a student wishes to appeal a grade, a description of the procedure is available in the Office of the Vice President for Academic Affairs. All appeals must be resolved by the subsequent fall or spring semester after the grade was recorded.

*Quality Points.* A student receives quality points as follows: four points for a grade of A, three for B, two for C and one for D. The NC, P, U or S grades do not figure into the point average.

*Point Average.* A student’s point average is expressed by the ratio between hours taken and quality points earned; i.e., a semester’s work of 15 hours on which 30 points were earned would make the student’s point average 2.00.

## GRADE CHANGE POLICY

Heidelberg College course grades are calculated and assigned by the instructor who teaches the course. Once a student’s final course grade has been officially recorded by the Registrar, the grade may be changed if, and only if, (1) a new grade has been determined under the Heidelberg College Student Grade Appeal Policy, **or** (2) a grade of Incomplete is replaced with a letter grade as specified in the current Heidelberg College undergraduate and graduate catalogs, **or** (3) the Dean of the College has assigned a lower grade in an academic honesty violation as specified in the “Heidelberg College Guidelines and Community Standards,” **or** (4) an error in computing or in recording the grade has been identified by the instructor and has been verified by the instructor, the Department Chair and the Dean of the College as specified in the Faculty Manual **or** (5) the Faculty has acted under the powers specified in the Faculty Manual.

## TRANSCRIPT OF CREDIT

A written, signed request with payment is required to initiate transcript production. Forms are available from Heidelberg’s website and the Office of the Registrar. There is a charge of \$3.00 per transcript which can be paid by check, cash or credit card. Faxed requests can be honored when accompanied by credit card information and signature. When the request is made by 11:00 a.m., transcripts are generally available the next day after 3:00 p.m. Immediate processing is available for a \$25.00 fee which includes the cost of one transcript. Any special mailing fees are the student’s responsibility.

## OTHER RULES & REGULATIONS

The general rules and regulations of the College pertaining to discipline and conduct are available to students in the *Heidelberg College Guidelines and Community Standards* available from the Office of Student Affairs.

In any situation not specifically covered by a regulation, the College reserves the right to take action that will most effectively protect the welfare of its students and the interests of the College.

## GRADE REQUIREMENTS

A cumulative grade point average of 2.00 or higher is required for graduation. The following minimum cumulative grade point average standards apply for a student to remain above the probationary level:

1-16 hours attempted - 1.60	48-63 hours attempted - 1.85
17-32 hours attempted - 1.70	64-79 hours attempted - 1.92
33-47 hours attempted - 1.80	80 or more hours attempted - 2.00

## PROBATION

A student is placed on academic probation if his/her cumulative average at the end of any semester is below the minimum standards.

A first-year student who receives a grade of NC in more than half of the hours attempted during the first term of enrollment is placed on academic probation.

A student on academic probation who fails to show satisfactory progress is subject to suspension or dismissal from the College.

A student on probation may be required to take a reduced academic load and may be required to take a controlled academic program.

A student on probation may be required to reduce co-curricular participation such as, but not limited to, athletics, speech and theatre, music, campus media organizations, and campus social and service organizations.

A student on probation may be required to reduce his/her campus employment.

Regardless of cumulative point average, students with 80 or more hours attempted must have a semester average of 1.50 or greater to remain off probation.

### Satisfactory Progress

A student who is enrolled in the College on a full-time basis is considered to be making satisfactory progress toward meeting the requirements for a degree if the following apply:

1. He/she completes satisfactorily at least 24 semester hours after 2 semesters of full-time enrollment and continues to complete satisfactorily a total number of credit hours which would produce an average of at least 12 semester hours for each semester of full-time enrollment.

The full-time semester equivalent for a student who has been enrolled on a part-time basis will be determined by total hours attempted and equating 12 hours to one semester.

2. His/her performance represents a pattern which does not jeopardize the chances of satisfactorily completing degree requirements.

### Academic Suspension

A student is subject to suspension from the College for any of the following reasons:

1. His/her cumulative grade point average is such that the student remains on probation at the end of two successive semesters.
2. He/she fails more than half the work in any semester (full-time student).
3. He/she fails to make satisfactory progress.
4. He/she shows indifference to his/her studies.

If a student is suspended, he/she may appeal this action to the Educational Policies Committee.

## · READMISSION

A student who has been suspended from the College for academic reasons is eligible to apply for readmission after a lapse of one semester. The Summer Session may not be considered as a semester for this purpose. A student is not permitted to enroll in courses at another institution during the suspension period. If any coursework is completed during this period, it will not be accepted as transfer credit unless permission has been given by the Vice President for Academic Affairs.

A student who is readmitted after being suspended for low scholarship returns on probation. In other words, to avoid dismissal he/she must meet the required grade point average during the semester following his/her return.

A student who has been dismissed from the College for disciplinary reasons may be readmitted by approval of the Vice President for Student Affairs.

A student who has been dismissed for psychological reasons must have approval from the Vice President for Student Affairs and the Chief Medical Officer.

## · ELIGIBILITY FOR INTERCOLLEGIATE ATHLETICS

Only students enrolled in the College on a full-time basis and making **satisfactory progress** (see above) toward the requirements for a degree may participate in intercollegiate athletics provided they meet the eligibility requirements for these activities as required by the Ohio Athletic Conference and the National Collegiate Athletic Association, Division III.

## · ELIGIBILITY FOR CO-CURRICULAR ACTIVITIES

A student must pass a minimum of 12 hours of work in the previous semester to be eligible to hold any class or elective office on the campus or to represent the College in certain collegiate or off-campus activities. Part-time students may participate in some co-curricular activities but are ineligible for competition in intercollegiate athletics.

The regulations governing probation and scholarship apply to full-time and part-time students.

## · ACADEMIC ADVISING

During Summer Orientation, new students become acquainted with the College community and the academic program. Orientation is the beginning of the student's involvement in Heidelberg's Total Student Development (TSD) program. Each new student is assigned to a facilitating team of one faculty or staff member and one returning student. Total Student Development includes a four-year goal-setting plan involving academic, social and cultural goals. Completion of the program is required for graduation. In addition to the Orientation program facilitator, each student is assigned an academic advisor in his or her major fields of study. Each new student receives a complete outline of the Orientation program before arriving on campus. Students also receive materials which list College departments and offices, counseling services, faculty and personnel, rules and regulations and calendar of the year's activities.

## · LEARNING CENTER

The Learning Center supports the academic efforts of all Heidelberg students. In order to maximize potential, all students are encouraged to take advantage of the services the Learning Center provides. These free services include math/science study halls during the hours posted in the Learning Center and residence halls. Private tutoring is available in all academic areas for every department. Study groups and athletic tables are organized on an as needed basis. Writing assistants are available to assist students with drafting and editing of assignments. Students with documented learning disabilities are encouraged to contact the Learning Center Director to arrange for appropriate accommodations.

# Courses of Study



## COURSE LISTINGS AND DEPARTMENTS OF INSTRUCTION

The Departments of Instruction, which are arranged in alphabetical order, state requirements for a major in that department and list other departments from which courses may be selected to complete the major. Courses outside the department which may be accepted toward a major are listed at the end of the regular courses of the department.

The hours for classes and the rooms in which they will be held are found in the *Schedule of Classes*, which is issued by the Office of the Registrar.

A comma between course numbers (e.g. 101, 102) indicates a two-semester sequence in which the first semester is not a prerequisite to the second semester. A dash between course numbers (e.g. 101-102) indicates a two-semester sequence in which the first semester is a prerequisite to the second semester, but may be taken for credit without the second.

The level of a course is indicated by its number. Courses in the 100's are intended for first-year students; those in the 200's are open to sophomores; those in the 300's, to juniors and seniors and those in the 400's, to seniors only. A student may take courses at his or her level or lower, but never above his or her level except under special circumstances with the approval of the Department Chair.

Ordinarily, odd-numbered courses are offered during the first semester and even-numbered courses during the second. Some courses, however, are offered both semesters without a change in number. Demand for certain courses or staff conditions may also necessitate a change in the usual sequence. Some courses are offered in alternate years only. An effort has been made to indicate, for your planning, when courses are offered. For uniformity, the notations are based upon the academic year dates. For example, "Fall of even-odd years" means "Fall of 2004-2005," "Fall of 2006-2007," etc.; "Spring of odd-even years" means "Spring of 2005-2006," "Spring of 2007-2008," etc.

If fewer than five students elect a course, or if unforeseen difficulties arise, the College reserves the right to withdraw it from the schedule without further notice.

## ACCOUNTING (See Business Administration, Accounting and Economics)

## ANTHROPOLOGY (See Political Science and Anthropology)

## ART

Associate Professor Hagemeyer, part-time.

**Minor in Art (21 hours):** Select 15 hours from the following: ART 102, 103, 131, 312, 355, 358.

**Allied Courses:** Select 6 hours from the following: NDI 112, 301, 302, 322, or PHI 200.

Courses in this department are intended to give students an opportunity to express themselves in a variety of art media. The 100 level courses are designed for beginning students with an art interest.

**102. An Introduction into Two-Dimensional Art and Graphics** (2 sem. hrs.). Areas to be explored include: drawing, color study, watercolor and acrylic painting and calligraphy. (Fall only)

**103. An Introduction into Three-Dimensional Art** (2 sem. hrs.). Areas to be explored include: sketching for three-dimensional designs, ceramics, jewelry design, sculpture and metal-smithing. (Fall and Spring)

**131. Graphic Design** (3 sem. hrs.) This course is especially for students who want to enhance their communication skills through artistic expression. Photographic composition, and analysis of color as it pertains to advertising and commercial design, will be examined. Students will need a 35mm camera with manual capabilities. (Fall)

**312. Studio Art** (1 to 3 sem. hrs.). Designed to allow students to concentrate and develop proficiency in an area of art of their interest. Areas include: painting, printmaking, calligraphy, drawing, jewelry design, ceramics and photography. May be taken for 1 to 3 credits per semester for a total of 6 sem. hrs. Prerequisites: Art 103 and one of the following: Art 102, 355, 358 or consent of the instructor. Students wishing to do ceramics and jewelry must have had ART 103. (Fall and Spring)

**355. Art Fundamentals** (2 sem. hrs.). Introduction into art both 2-D and 3-D with an emphasis on a broad background knowledge of art for teaching. Students will work in painting, ceramics, color study, art appreciation and graphic design. (Fall and Spring)

**358. Elementary Art Methods** (3 sem. hrs.). Teaching art to elementary students, analysis of development of children's art, lesson plans and art projects suitable to the elementary program are explained and designed. Art 355 is recommended as a prerequisite but not required. (Spring only)

## ATHLETIC TRAINING

Assistant Professor Greicar; Instructors Coffman, Huston, and Musgrave.

Successful completion of the Athletic Training Education Program (ATEP) is necessary for the completion of the Athletic Training (ATR) major.

42 semester hours of ATR plus 23-24 hours of other required courses.

**Major:** ATR 171, 180, 213, 251, 270, 271, 290, 345, 350, 371, 372, 381, 382, 425, 470, 471, 477, 485, 487 and 490.

**Allied Courses:** BIO 110, 363, 364; HPE 116, 306; MTH 210; and PSY 101.

Students interested in entry into the Athletic Training Educational Program (ATEP) must:

1. Complete the following coursework with a grade "B-" or better: ATR 171 Prevention of Athletic Injury and Illness, BIO 110 Contemporary Biological Problems (Lab optional), HPE 116 Health and Wellness.
2. Complete 100 hours of volunteer experience under the supervision of a NATA Certified Athletic Trainer at Heidelberg College. (Observation hours.) *These hours do not count towards the 800 clock-hours required by the ATEP.* Each candidate must earn an average score of 3 on the formal evaluation of their Observation Hours. (Based upon a Likert Scale 1-5.)
3. Successfully complete the Observation Competencies in conjunction with the 100 hours of volunteer service. The competencies should be submitted with the formal application.
4. A cumulative GPA of 2.75.
5. The prospective candidate must have proof of current certification as a professional rescuer or enrollment in ATR 180 Professional Rescuer course.
6. Demonstrate compliance with all Heidelberg College Athletic Training Education Program guidelines, conduct, and procedures, including agreement with the technical standards. The technical standards can be obtained from the ATEP Director. Proof of current physical examination must accompany the signed technical standards form.
7. Hepatitis B vaccination and annual TB testing. These are available through the Stoner Health Center. The candidate is financially responsible for the cost.
8. Complete a formal interview with members of the ATEP selection committee to assess the intellectual, social, and technical skills of the candidate. Candidates must also complete both the oral and written entrance examinations. All components are individually scored and incorporated into a cumulative score. The cumulative score determines the candidate's ranking score for consideration of admittance into the ATEP.

Admission to the Athletic Training Education Program is competitive and selective. Completion of the application standards does not guarantee admission into the ATEP. Final admission into the program rests with the decision of the ATEP Selection Committee. Enrollment in the ATEP

is limited to twelve per-academic year. The ATEP does institute an Ability to Benefit Policy. This policy allows a candidate to be considered for entry into the ATEP despite not meeting all requirements because of unusual and/or extenuating circumstances which may have potentially affected their application process.

## **Athletic Training Courses (ATR)**

- 171. Prevention of Athletic Injury and Illness** (3 sem. hrs.). This course is designed to teach the student the basic knowledge and skills utilized in athletic training. This includes the prevention and recognition of athletic injuries and conditions. (Spring and Fall)
- 180. The Professional Rescuer** (2 sem. hrs.). This course is designed to teach individuals to respond in emergency medical situations. It includes training in first aid techniques, CPR, AEDs, oxygen administration preventing disease transmission. Prerequisite: Athletic Training candidates and majors only. (Spring only)
- 213. Anatomy for Orthopedic Assessment** (2 sem. hrs.). This course is designed to provide an introduction to the anatomy relevant to conducting an orthopedic assessment of a musculoskeletal injury. Prerequisite: BIO 110. (Fall only)
- 251. Management of Athletic Injury and Illness** (2 sem. hrs.). This course explores various methods used to manage injury and illness to the athletic population. Will incorporate hands-on training in the implementation of emergency care techniques. Prerequisites: ATR 171 and entry into the Athletic Training Program. (Fall only)
- 270. Clinical Competencies I** (1 sem. hr.). This course is designed to teach the sophomore student athletic trainer the knowledge and application of clinical skills necessary for the development of competency in athletic training. Prerequisites: Admission into the Athletic Training Program. (Fall only)
- 271. Clinical Competencies II** (1 sem. hr.). This course is designed to teach the sophomore student athletic trainer the knowledge and application of clinical skills necessary for the continual development of competency in athletic training. Prerequisites: Admission into the Athletic Training Program and ATR 270. (Spring only)
- 290. Pharmacology and Pathology in Athletic Training** (2 sem. hrs.). The student will gain knowledge on pharmacological applications including indications, contraindications, precautions, interactions, and governing regulations relevant to the treatment of injuries to and illnesses of the physically active. Students will also gain knowledge in the pathology of injury and disease. Prerequisites: ATR 251 and entry into the athletic training program. (Spring only)
- 345. Lower Extremity Evaluation** (3 sem. hrs.). This course is designed to teach the athletic training student the knowledge and clinical skills necessary for completing a musculoskeletal assessment for injuries to the lower extremity. Prerequisites: ATR 213 and ATR 251. (Spring only)
- 350. Upper Extremity Evaluation** (3 sem. hrs.). This course is designed to teach the athletic training student the knowledge and clinical skills necessary for completing a musculoskeletal assessment for injuries to the upper extremity. Prerequisites: ATR 213 and ATR 251. (Fall only)
- 371. Clinical Competencies III** (1 sem. hr.). This course is designed to teach the junior student athletic trainer the knowledge and application of clinical skills necessary for the continual development of competency in athletic training. Prerequisites: Admission into the Athletic Training Program and ATR 271. (Fall only)
- 372. Clinical Competencies IV** (1 sem. hr.). This course is designed to teach the junior student athletic trainer the knowledge and application of clinical skills necessary for the continual development of competency in athletic training. Prerequisites: Admission into the Athletic Training Program and ATR 371. (Spring only)
- 381. Therapeutic Modalities** (3 sem. hrs.). The physiological basis, set up, use and techniques of modalities (i.e. ice, heat and ultrasound) needed to rehabilitate common athletic injuries will be taught. Prerequisite: ATR 213 and 251. (Fall only)
- 382. Therapeutic Exercise** (3 sem. hrs.). The physiological basis, use and techniques of exercise needed to rehabilitate common athletic injuries will be taught. Prerequisite: ATR 381 (Spring only)
- 425. Medical Aspects of Sports** (2 sem. hrs.). This course is designed to introduce the student athletic trainer and HPE major to various medical conditions and disorders. It will involve lectures and discussions led by allied health professionals in different areas of specialization. Prerequisites: senior status. (Fall only)
- 426. Special Topics in Athletic Training** (1-3 sem. hrs.). The department offers a variety of mini-courses on special athletic training topics of interest to upper level students and staff. The topics concern areas not traditionally stressed in other department courses. In general, the courses will be offered in response to student demand and within the confines of faculty time. Prerequisites: Junior standing. (Spring and Fall)
- 470. Clinical Competencies V** (1 sem. hr.). This course is designed to teach the senior student athletic trainer the knowledge and application of clinical skills necessary for the continual development of competency in athletic training. Prerequisites: Admission into the Athletic Training Program and ATR 371. (Fall only)
- 471. Clinical Competencies VI** (1 sem. hr.). This course is designed to teach the senior student athletic trainer the knowledge and application of clinical skills necessary for the continual development of competency in athletic training. Prerequisites: Admission into the Athletic Training Program and ATR 470. (Spring only)
- 477. Human Anatomy and Kinesiology** (3 sem. hrs.). Study of human movement as it pertains to muscular actions, articulations and laws of motion. Emphasis placed on anatomical as well as mechanical considerations in movement. Prerequisite: ATR 213 or BIO 363. (Fall only)
- 485. Organization and Administration of Athletic Training** (3 sem. hrs.). This course will provide the knowledge, skill and values required of the entry-level Certified Athletic Trainer to develop, administer and manage a health care facility and associated venues providing health care of the physically active. Prerequisites: entry into the athletic training program and senior status. (Spring only)



**487. Exercise Physiology** (3 sem. hrs.). An examination of the scientific basis of human physiology in relationship to exercise and work. Topics to be covered will be energy transfer in the body during exercise, neuromuscular, cardiovascular and pulmonary adaptations to exercise; and body composition. Prerequisites: junior standing and BIO 315 or 363. (Spring only)

**490. Senior Seminar** (2 sem. hrs.). This course will provide the knowledge, skills, and values required of the entry-level Certified Athletic Trainer to understand professional responsibilities, avenues of professional development, and the national and state regulatory agencies/standards. This course will also teach students skills to promote athletic training as a professional discipline and educate the general public regarding the role of a certified athletic trainer. Through this class, the student athletic trainer will also prepare for the national certification exam and professional job searches. This class will also serve as a forum to discuss current topics in the athletic training field and field discussion on matters in athletic training. Prerequisite: ATR Seniors only. (Spring only)

## BIOLOGY

Professors Baker, Carty and R. Murray; Assistant Professor Pillitteri.

The Department of Biology's programs are designed to provide a background in the life sciences within the context of a liberal arts education and to prepare majors for occupational goals and advanced training. Courses serve students in the basic liberal arts program, those who plan to teach in elementary or secondary schools, students who are interested in basic biological research and those who plan to work in the applied fields of allied health, podiatry, dentistry, medicine, veterinary medicine, medical technology, nursing, pharmacology, physical therapy, public health, agriculture, horticulture, agronomy, forestry, fish and wildlife management, park management, plant pathology, entomology and environmental management with special emphasis on water resources studies.

A. The Department of Biology offers two fields of concentration:

- 1. Biology Major:** 37 semester hours of which 28 must include Biology 021, 022, 031, 032, 041, 042, 111, 112, 114, 209, 212, 213, 311, 312, 363 and a capstone course as described below.

**Allied Courses:** All biology majors must take 8 semester hours of Chemistry (101 and 102), 8 semester hours of Physics (101 and 102 or 111 and 112), and 6 semester hours of Mathematics.

- 2. Environmental Biology Major:** Includes 31 semester hours including: Biology 021, 022, 031, 032, 041, 042, 109, 111, 112, 114, 209, 212, 213, 311, 312, 334 and a capstone course as described below.

**Allied Courses:** ECO 251 and 344; CHM 101 and 102; MTH 115 or 222; a statistics course; PHY 101 and 102 or 111 and 112; WTR 323.

**Capstone Requirement:** All Biology and Environmental Biology majors are required to complete a capstone experience designed to heighten their understanding of their chosen field. To this end, majors are asked to take one of the following courses, a principal component of which is a semester-long research project: BIO 303, 318, 325, 334, or 415.

**Biology Colloquium Requirement:** All Sophomore, Junior and Senior Biology and Environmental Biology majors are required to attend a minimum of four evening talks in our Biology Colloquium Series each semester. These programs cover a wide range of topics of general biological interest; the talks may be valuable in helping determine career goals and placement in graduate programs. Students entering the major with class standing of second semester sophomore or higher (e.g., transfer students and students changing majors) will enter the Biology Colloquium sequence at the 02 level (021 or 022) and continue to participate in the colloquium series until they graduate.

Students who do not wish to major in Biology or Environmental Biology but nonetheless have a strong interest in the biological sciences, have the option of pursuing a Minor in Biology. Students have substantial flexibility in fashioning their minor according to the areas of biology that hold the greatest interest for them.

**Biology Minor:** 20 semester hours in Biology to include BIO courses (111 and 112) or 110 with the laboratory, and to include 315 or 363. Students who have first taken BIO 110 may then apply 112 (but not 111) as credit towards the required 20 hours, but students who have taken the 111-112 sequence may not then apply 110 as credit towards the Minor. BIO 311 also may not be applied as credit towards the Biology Minor.

No grade of “D” shall be waived in 200, 300 or 400 level biology courses being applied toward either biology major or minor.

**021. Biology Colloquium 1** (0 sem. hrs.). Attend four evening biology seminars, fall of sophomore year. Prerequisite: sophomore status or permission of the department chairperson.

**022. Biology Colloquium 2** (0 sem. hrs.). Attend four evening biology seminars, spring of sophomore year. Prerequisite: sophomore status or permission of the department chairperson.

**031. Biology Colloquium 3** (0 sem. hrs.). Attend four evening biology seminars, fall of junior year. Prerequisite: junior status or permission of the department chairperson.

**032. Biology Colloquium 4** (0 sem. hrs.). Attend four evening biology seminars, spring of junior year. Prerequisite: junior status or permission of the department chairperson.

**041. Biology Colloquium 5** (0 sem. hrs.). Attend four evening biology seminars, fall of senior year. Prerequisite: senior status or permission of the department chairperson.

**042. Biology Colloquium 6** (0 sem. hrs.). Attend four evening biology seminars, spring of senior year. Prerequisite: senior status or permission of the department chairperson.

**100. Laboratory Studies in Contemporary Biology** (1 sem. hr.). This course is designed for non-majors as the laboratory complement to BIO 110, Contemporary Biological Problems. The weekly exercises allow students to more fully explore some of the important concepts discussed in the lecture, and provide them with firsthand experience of how biologists actually “do science.” The laboratory must be taken concurrently with BIO 110. It may not be used for credit towards the 37 hours required for the Biology major. One 2-hour lab each week. (Fall and Spring)

**109. Environmental Science** (3 sem. hrs.). This course considers how economics, politics and ethics shape the ways society deals with our major environmental concerns: population growth, air and water pollution, solid and hazardous wastes, deforestation, desertification, loss of wildlife, fossil fuels and mineral resources, nuclear energy and the use of pesticides. Designed for all students, the three lectures each week count toward the science general education requirement. (Spring only)

**110. Contemporary Biological Problems** (3 sem. hrs.). This course is designed for non-majors. Students electing to take this course in order to meet their General Education requirement for a laboratory science must take both BIO 110 and BIO 100 in the same semester. The course explores the many ways in which problems facing modern humans can be better understood and addressed through study of the biological sciences. Thus, the course is concerned with the basic biochemistry and cellular structure of all living organisms, genetics, anatomy and physiology of the body, disease, evolution, ecology and environmental issues. This course may not be used for credit towards the 37 hours required for the biology major. Three lectures per week. (Fall and Spring)

**111. Basics of Biology** (2 sem. hrs.). Required of all students beginning their Biology or Environmental Biology majors, this course focuses on the principles of cellular and molecular biology, genetics, evolution and the environment. With two lectures each week, this course must be taken concurrently with BIO 112 (General Zoology). (Fall only)

**112. General Zoology** (4 sem. hrs.). Study of major groups of animals with detailed study of selected organisms and functional integrations. Biological and economic significance of animals to man are presented. Three lectures and one 2-hour laboratory each week. Must be taken concurrently with BIO 111. (Fall only)

**114. General Botany** (4 sem. hrs.). Study of basic processes, structures of plants, life cycles, evolution and survey of plant kingdom and the economic significance of plants in conservation and to man. Three lectures and one 2-hour laboratory each week. Required of all Biology and Environmental Biology majors. Prerequisites: BIO 111 or permission of the instructor. (Spring only)

**120. Ornithology** (3 sem. hrs.). The biology and identification of birds. The primary focus of this course is to involve the student in the increasingly popular hobby of bird watching. Field trips and lectures incorporating color images teach methods of finding and identifying the birds and provide a natural history background for our North American avifauna. Two laboratory/lecture sessions per week. Will not satisfy Natural Sciences requirement of the General Education Requirement. (Spring only)

**209. Cell and Molecular Biology** (3 sem. hrs.). An in-depth study of the structural and functional nature of the cell based on its molecular makeup. Emphasis will be placed on both biological and molecular technology. Three lectures each week. Required of all Biology and Environmental Biology majors. Prerequisites: Two semesters of college biology or permission of the instructor. (Fall only)

**212. Genetics** (3 sem. hrs.). Study of laws of heredity and some of their applications with special emphasis on transmission and molecular phenomena. Three lectures each week. Prerequisite: Two semesters of college biology. Required of all Biology and Environmental Biology majors. (Spring only)

**213. Field Biology** (4 sem. hrs.). Familiarizes the student with the diverse array of animals and plants living in natural areas of northern Ohio. Field trips to local forests, fields and streams, as well as lab studies, will acquaint students with some of the commonest flowers, trees, insects and vertebrates. Three 2-hour classes each week. Required of all Biology and Environmental Biology majors. Prerequisites: BIO 112 and 114. (Fall only)

**303. Developmental Biology** (4 sem. hrs.). Classical vertebrate and invertebrate embryology, coupled with inquiries into related fields of biochemistry, cellular biology and molecular genetics. Emphasis on the chemical basis of early development through primary organ formation. The laboratory emphasizes experimental techniques and instrumentation. Prerequisites: BIO 209 and 212 or permission of the instructor. Open to juniors and seniors. (Spring of odd-even years)

- 311. Biology Seminar** (1 sem. hr.). Students will improve their written and oral communication by critiquing several recently published papers from the biological literature. They will also discuss and evaluate research of the various speakers in the Biology Colloquium series offered by the Department. Required of all Biology and Environmental Biology majors during the junior or senior year. Prerequisite: Junior or Senior Standing (Fall and Spring)
- 312. Evolution** (3 sem. hrs.). The process of evolution is defined and evidence from biology and paleontology for the reality of evolution is reviewed. The course next surveys the natural processes which scientists suggest can lead to evolutionary change in groups of organisms and concludes with the postulated evolutionary histories of several important groups, including humans. Three lectures per week. Required of all Biology and Environmental Biology majors. Prerequisites: BIO 112, 114 and 212 or permission of the instructor. (Fall)
- 315. Human Physiology** (3 sem. hrs.). This course examines how the various systems of the human body function and builds upon biologic principles presented in first-year biology courses. Designed as a service course for non-majors. Prerequisite: One semester of college biology. (Spring)
- 318. Human Medical Genetics** (3 sem. hrs.). An in-depth look at the role of chromosomes and genes in the etiology of human genetic diseases. Symptoms, treatments, psychological factors and possible screening methods will be presented. This is a designated writing course and is suggested for people entering into graduate or professional programs in human health-related fields. Prerequisite: BIO 212 or permission of the instructor. Open to juniors and seniors only. (Spring of even-odd years)
- 325. Microbiology** (4 sem. hrs.). Introduction to general principles and techniques of the study of micro-organisms of air, water, foods and soils, and relationship of such organisms to health and disease in plants and animals. This is a designated writing course. Three lectures and two 2-hour laboratory periods each week. Prerequisites: Two semesters of both college biology and college chemistry. Open to juniors and seniors only. (Fall)
- 326. Immunology** (3 sem. hrs.). Theories and mechanisms of infection and immunity. A general course dealing with the nature of antigens, antibodies, immunologic reactions with consideration of antibody structure and the cellular, biochemical and genetic basis of immunity. Allergic phenomena, autoimmune disease and transplantation will be discussed. Prerequisite: BIO 325 or permission of the instructor. (Spring of odd-even years)
- 328. Phycology** (3 sem. hrs.). Algae — their identification, economic importance and evolutionary significance. Both freshwater micro-algae and marine macro-algae will be included. Laboratory will emphasize collecting, identifying and counting techniques. Recommended for those interested in careers in aquatic biology or botany. Two lectures and one 2-hour laboratory per week. Prerequisite: BIO 114. (Spring of odd-even years)
- 334. Ecology** (4 sem. hrs.). An investigation of the ways living organisms interact with each other and their physical environments. Topics include adaptations of individuals to environmental stress, the structure and growth of populations, competition, predation, community ecology and the flow of energy and nutrients through ecosystems. The lab introduces students to experimental ecology. Three 2-hour classes each week. Required of all Environmental Biology majors. Prerequisites: BIO 112, 114 and a statistics course. Open to juniors and seniors only. (Spring)
- 355. Ichthyology** (3 sem. hrs.). This course provides an introduction to the broad field of fish biology. It develops important background for those interested in pursuing careers in fisheries biology, aquaculture, water quality assessment, ecology or vertebrate physiology. We review a number of the traditional concerns of ichthyology including fish taxonomy, anatomy, physiology and distribution, ecology and behavior. Special attention is given to field collection methods involving seining and electroshocking, and to identification of Ohio stream and lake fish species. Prerequisite: BIO 112. (Fall of even-odd years)
- 361. Environmental Law and Regulations** (3 sem. hrs.). It is through law that our society makes its values functional. This course explores the relationship between ecological science, social and economic policy, and the American legal system. It uses the broad field of environmental science as a way to explore the entire legal system. We begin with an examination of the common law concepts of liability and remedies, and proceed with a consideration of public law statutes and regulations addressing the nation's environmental concerns. (Spring of even-odd years)
- 363. Human Anatomy and Physiology I** (4 sem. hrs.). First of a two-course sequence covering structure and function of the human body. Includes three hours of lecture and one three-hour lab per week. This course integrates micro and gross anatomy while examining how the human body functions from the cellular level, up through and focusing on the various systems including nervous, integumentary, muscular, and endocrine. Lab utilizes previously prospected cadavers and analysis of live subjects (humans, rats, and frogs). Required of all Biology and Athletic Training majors. Prerequisite: one college biology course. Open to juniors and seniors. (Fall)
- 364. Human Anatomy and Physiology II** (4 sem. hrs.). This course is a continuation of the sequence which begins with BIO 363 and covers the remaining physiological systems including cardiovascular, immune, respiratory, urinary, digestive, and reproductive. Cadavers and live subject models continue to enhance laboratory exploration. Course Honors recognition may be earned with additional cat dissections and exams. This Honors recognition is the prerequisite for BIO 403. Required of Athletic Training majors. Prerequisite: BIO 363. (Spring)
- 370. Biology Internship** (1-15 sem. hrs.). This course gives junior and senior biology majors an opportunity for academic-related work experience outside the usual college environment. The internship should enhance the student's intellectual development through the application of knowledge. This program cannot be totally observational. Prerequisites: BIO 112, 114 and at least one 4-hour upper level course. A minimum cumulative grade-point average of 3.0 is required. An internship contract must be completed and on file in the Internship office before registration. This course may not be used for credit towards the 33 hours required of the biology major. (Each Semester)
- 375. Caribbean Biogeography** (1 sem. hr.). Ten-day trip to Belize, Central America or other suitable area during the spring vacation period. (Offered Spring of odd-even years)

**390, 391. Independent Research** (1-3 sem. hrs.). An independent study course featuring special laboratory and/ or field work for advanced students. The work must be arranged prior to registration in consultation with an instructor. Permission of the department chairperson is required. A formal written proposal of the expected project is required before registration. All students taking this course will meet together for one period each week to share their problems and ideas and to present progress reports of their project to their peers and faculty. (Fall and Spring)

**403. Cadaver Prosection** (2 sem. hr.). Anterior or posterior aspect of a cadaver will be prosected by students. Purpose is to gain additional dissecting skill and a more thorough understanding of human anatomy via a regional approach to study. One 3-hour laboratory per week. Prerequisite: Signature of instructor and successful completion of honors credit in BIO 364. (Fall)

**415. Animal Behavior** (3 sem. hrs.). Takes an evolutionary approach in examining the immense diversity of animal behavior for insights into the lives of animals. The course highlights procedures biologists have developed for observing and interpreting behavior in animals, and provides students the opportunity to apply these scientific methods in conducting their own original research into a problem in animal behavior. Prerequisites: BIO 213 and a statistics course, or permission of instructor. Open to juniors and seniors only. (Spring of odd-even years)

**425, 426. Special Topics in Biology** (1-3 sem. hrs.). The department offers a variety of mini-courses on special biology topics of interest to upper level students and staff. The topics concern areas not commonly stressed in other department courses. In general, the courses will be offered in response to student demand and within the confines of faculty time.

**475, 476. Honors Course** (3 sem. hrs. each). This course is reserved for seniors. During the two semesters of work the student must go beyond the level of ordinary undergraduate work. Results of the work should approach the level of a master's thesis. Course requires both comprehensive written examinations in the field of biology and an oral presentation to the staff of the work accomplished. The title of the student's investigation will appear in the commencement program. A student's entry to this course must be approved in detail by the department head and another biology faculty member prior to registration. (Fall and Spring)

## ASSOCIATED RESOURCES

### **Water Quality Laboratory (See Water Resources)**

#### **Natural Areas**

Heidelberg administers four natural areas which total nearly 100 acres and are an average distance of 15 miles from campus. In addition, state-managed river and marsh preserves are within a half-hour's drive. Heidelberg's natural areas represent four different types of woodlands. Two of these parcels, undisturbed for more than a century, were given to the College by two alumni, Paul Bartholomew and Wayne Funk. Also readily available to students for field study are Rock Creek, which flows through the main part of campus.

#### **Museum**

Heidelberg has a large museum with specimens of minerals and displays of fish, native trees, birds, shells, butterflies and mammalian skulls. The collection of invertebrate fossils from America and Europe is unusually complete.

#### **Belize**

Living but 30 yards from the Caribbean shore, this class (spring vacation in alternate years) spends several days snorkeling on the second longest barrier reef in the world. Overnight trips inland investigate the world's only jaguar reserve, several ancient Mayan ruins and life in the contemporary Creole, Carib and Mayan villages.

#### **Internships**

In recent years Heidelberg biology majors have filled internships in a wide variety of situations. Local internship opportunities have included those provided by a large wholesale drug and surgical supply business, the U.S. Forest Service, Waste Management, Inc., area departments of health, Ohio EPA, Ohio Department of Natural Resources, Toledo Sight Center, hospitals and nursing homes and the Heidelberg Water Quality Laboratory. Students have completed internships with the National Institutes of Health near Washington, DC and in programs with various universities and research facilities.

# BUSINESS ADMINISTRATION, ACCOUNTING AND ECONOMICS

Professors J. Chudzinski, Cripps, Rennie and Tucker; Associate Professors D. Berg, J. Cook, Freedman and Keener; Assistant Professor Barga.

The Department of Business Administration, Accounting and Economics offers majors in Business Administration, Economics, Management Science, and Accounting, and minors in Economics and Finance. Requirements for these majors and minors are shown below. All 300 and 400 level courses required for the major or minor must be taken at Heidelberg.

All students must complete the General Education requirements for the Bachelor of Arts or Bachelor of Science degrees that are described elsewhere in this Catalog. In addition, students are encouraged to develop a second major or minor. A student may combine a wide variety of majors or minors to graduate with a dual major or minor specifically in accordance with his or her abilities and interests.

No grade of "D" will be waived in 100 or 200 level ACC, BAE or ECO courses being applied to any major or minor in the BAE department.

## Accounting Major

The accounting major complies with the recommendations of the Ohio Society of Certified Public Accountants for the initial 120 hours. Those who complete the Accounting major, and an additional 30 semester hours, are qualified to take the Ohio CPA exam. The Heidelberg Accounting major has an emphasis on both financial accounting and on the aspects of management necessary for a successful career in corporate accounting. Please see the department chair for additional information on the "150 Hour Rule" for accounting majors.

**Required:** ACC 153, 253, 254, 334, 353, 363, 364, 373, 463, 466, 474; ECO 251, 252; BAE 318, 319, 354, 359, 360, 407

**Allied Courses:** CPS 100; CTA 100; ENG 101; either MTH 115 and 210, or 312; MTH 121 or 222; PHI 216

**Recommended Elective:** BAE 308

## Business Administration Major

Business Administration is a solid preparation for a career in business or management and for careers in accounting, finance, marketing, or production in public, private, profit, or non-profit organizations and for graduate school. Students develop specialized skills and also improve their capacity to analyze, communicate effectively with associates, think independently and logically, and to get along in various work situations. A major in Business Administration includes the following courses, in addition to the general College requirements:

**Required:** ACC 153, 253, 254; BAE 308, 318, 354, 359, 360, 401, 407; ECO 251, 252; and select one from: ECO 330, 352, 358, 364; BAE 367, 444

**Allied Courses:** CPS 100; CTA 100; ENG 101; either MTH 115 and 210, or 312; MTH 121 or 222; PHI 216

## Economics Major and Minor

The major in Economics is excellent preparation for entry into the fields of business and governmental economics as well as a solid foundation for the study of law. Students who anticipate graduate work in Economics are strongly advised to obtain a second major in Mathematics, or at least to complete MTH 222 and 223.

**Major:** ACC 153 and 253; ECO 251, 252, 361, 362 and 451, plus three additional courses to be selected from: ECO 330, 342, 344, 346, 352, 358 and 364; BAE 354, 355, 367 and 444.

**Allied Courses:** CPS 100 and 201; either MTH 115 and 210 or MTH 312; either MTH 121 or 222; and either PHI 140 or 216.

**Minor in Economics:** ECO 251, 252, 361 or 362; and three additional courses from: ECO 330, 342, 344, 346, 352, 358, 361, 362, 364

**Allied Courses:** One MTH course at the 200 level or above

## Management Science Major

Courses in Management Science are designed to prepare the student interested in quantitative management for a career in government, the management of private or non-profit organizations, or graduate work in economics or business administration. The major stresses the development of thinking and leadership skills, two crucial qualities graduates need for success.

**Major:** ACC 153, 253 and 254; BAE 308, 354, 359, 360, 401 and 407; ECO 251 and 252; and two additional courses to be chosen from: ACC 353, 367 and 444; ECO 352.

**Allied Courses:** CPS 100 and 201; MTH 222, 223 and 312; and either PHI 140 or 216.

## Finance Minor

The finance minor is designed to provide students with a fundamental understanding of how to analyze financial decisions and to consider risks so that financial capital is efficiently managed. The required finance course work exposes students to three main fields of finance. These are corporate finance, financial institutions, and investments. The minor includes fundamental managerial finance, financial markets and institutions, and investment theory and practice.

**Minor in Finance:** BAE 354, 367, 444; plus any two of the following courses: ECO 330, 352, 361, 362

**Allied Courses:** Either MTH 115 and 210, or MTH 312; and either MTH 121 or 222

**Prerequisite Courses:** ACC 153, 253, 254; ECO 251, 252

## Accounting Courses

All ACC courses at the 300 and 400 level have the following prerequisites in addition to any listed below: ACC 153, 253, 254; ECO 251 and 252; either MTH 115 and MTH 210, or 312; either MTH 121 or 222; CTA 100; ENG 101.

**153. Accounting Laboratory** (2 sem. hrs.). A laboratory for those with no previous experience in accounting or bookkeeping. Students will learn the basic practices of accounting in a lab class situation, through which the student will establish a complete set of accounts, journals and ledgers. (Fall and Spring)

**253. Financial Accounting** (3 sem. hrs.). Introduction to the standards, concepts and generally accepted accounting principles for external financial reports. Emphasis on accounting reports as a means for providing financial information. Prerequisite: Successful completion (C- or better) of ACC 153 and successful completion (C- or better) of one college level mathematics course. Open to all levels. (Fall and Spring)

**254. Managerial Accounting** (3 sem. hrs.). This course focuses on the internal uses of accounting methods in the control of an enterprise and in decision making, with emphasis on the internal management reports. Prerequisite: Successful completion (C- or better) of ACC 253. (Fall and Spring)

**305, 306. Independent Study in Accounting** (1-3 sem. hrs.). Open to accounting majors. With instructor approval, the student may do independent reading and research or pursue a topic of special interest.

**334. Federal Income Tax** (3 sem. hrs.). Fundamentals of federal, state and local tax systems. Emphasis on the applications of the federal income tax regulations and administration. (Spring only)

**353. Advanced Managerial Accounting** (3 sem. hrs.). Explores in greater depth the preparation, analysis and use of cost data for the purpose of planning and control of operations of an enterprise. (Spring only)

**356. Governmental and Non-Profit Accounting** (3 sem. hrs.). A study of the accounting methods used by government and the non-profit sector of the economy. (Spring only)

**363. Intermediate Accounting I** (3 sem. hrs.). A study of the theory and practice of accounting concepts. Emphasis is placed on the proper accounting for assets using more complex methods of accounting. This course contains junior level discipline specific communication requirements. (Fall only)

**364. Intermediate Accounting II** (3 sem. hrs.). A continuation of the concepts in ACC 363. Particular emphasis is placed on the proper accounting for liabilities, equity, leases, earnings per share and changing prices. Prerequisite: Successful completion of ACC 363 (C- or better), and related prerequisites for ACC 363. This course contains junior level discipline specific communication requirements. (Spring only)

**370. Internship in Accounting** (1-15 hrs.) Practical experience in a learning situation in accounting in a commercial or non-profit organization. Requires departmental approval of the organization in which the internship will be done and departmental review and approval of the specific experience gained. Prerequisites: Permission of the instructor.

**373. Accounting Information Systems** (3 credit hours): Prepares users of accounting information systems to participate in project development teams, to evaluate entity internal controls, and to design and implement accounting information systems both manual and computerized.

**463. Senior Seminar in Accounting** (3 sem. hrs.). A capstone experience open to graduating seniors. Affords an opportunity to utilize knowledge and skills gained from previous course work in an independent project. Students should consult with the instructor in the term prior to registration to prepare a proposal for a research project and paper. Approval of the proposed project must be obtained prior to registration. Students should anticipate extensive research and writing. This course meets all the requirements for the senior capstone experience and requires the completion of all major accounting courses with the exception of 334 and/or 356 (must have concurrent enrollment). Prerequisite: Permission of instructor. (Spring only)

**466. Auditing** (3 sem. hrs.). Develops intellectual discipline of objectively examining financial statements to express an opinion of the validity and adequacy of such statements on the basis of generally accepted professional standards.

**474. Advanced Accounting** (3 sem. hrs.). The theory and application of specialized topics. These topics include business combinations, consolidated financial reporting, segment and interim reporting, partnership accounting, foreign transactions and non-profit accounting. Prerequisite: ACC 364 and all related prerequisites for ACC 363. (Fall only)

## **Business Administration Courses**

All BAE courses at the 300 and 400 level except BAE 318, 319 and 355 have the following prerequisites in addition to any listed below: ACC 153, 253, 254; ECO 251 and 252; either MTH 115 and MTH 210, or 312; either MTH 121 or 222; CTA 100; ENG 101.

**101. Introduction to Business Administration** (3 sem. hrs.). A survey of practices and terminology in American Business. Specific topics covered include organization, management, marketing, accounting, finance and the regulatory environment. Credit for this course is not applicable to majors in the Business Administration, Accounting and Economics Department. (Japan campus only)

**257. Personal Finance** (3 sem. hrs.). Study of a wide range of subjects and problems of concern to individuals and families in the management of their financial resources. Emphasis is placed on financial planning, cash management, borrowing, personal investments and insurance. Open to all students as an elective. Does not count toward any major offered by the Business Administration, Accounting and Economics Department.

**305, 306. Independent Study** (1-3 sem. hrs.). Open to students of demonstrated ability who have completed at least 9 hours in the department. With instructor approval the student may do independent reading, research or pursue a topic of special interest.

**308. Human Resources Management** (3 sem. hrs.). The responsibilities, activities, and the laws which affect Human Resources function in current American business. This course contains junior level discipline specific communication requirements.

**318. Business Law I** (3 sem. hrs.). Introduction to the American legal institutions and sources of law with emphasis on ethics, torts, criminal law, contracts and sales. The course is one of two courses which cover the business law content specified by the American Institute of Certified Public Accountants. (Fall only)

**319. Business Law II** (3 sem. hrs.). Examination of negotiable instruments; debtor-creditor relationships with emphasis on secured transactions; bankruptcy, agency law, real property law; and wills and estates. The course is one of two courses which cover the business law content specified by the American Institute of Certified Public Accountants. (Spring only)

**354. Managerial Finance** (3 sem. hrs.). Introduction to a variety of techniques and applications of modern financial theory to the main decisions faced by the financial manager. Fundamentals of financial analysis, working capital management, capital budgeting, and investment and financing decisions. This course contains junior level discipline specific communication requirements.

**355. Government and Business** (3 sem. hrs.). A study of regulatory laws and the economics of regulation, with particular emphasis on current activities in the regulation of business. Open to juniors and seniors in any field. (Spring only)

**359. Marketing** (3 sem. hrs.). A managerial approach to the marketing function in a business or not-for-profit organization. Covers market strategy planning and the marketing mix of place, price, product, and promotion in relation to the customers and/or clients. This course contains junior level discipline specific communication requirements. (Fall only)

**360. Operations Management** (3 sem. hrs.). An introduction to operations management principles and production systems. An emphasis on management decision-making in the design and control of systems responsible for the productive use of resources in the development of products or services.

**367. Financial Markets and Institutions** (3 sem. hrs.). Introduction to world financial markets and the institutions which operate within these market places. Capital, money, and the derivative market are studied along with the various instruments traded in these markets. The emphasis is on debt obligations. Techniques used by commercial banks and other financial intermediaries to manage their assets, liabilities, and capital positions are discussed relative to the current state of the economy and various domestic and international regulatory concerns. Prerequisite: BAE 354.

**370. Internship** (1 to 9 sem. hrs.). Practical experience in a learning situation in management of a commercial or non-profit organization. Requires departmental approval of the organization in which the internship will be done and departmental review and approval of the specific experience gained. Prerequisites: Permission of department head. (Fall and Spring)

**401. Strategic Management** (3 sem. hrs.). Teaches students how to administer business organizations, including strategy formulation, implementation, and executive control with exposure to business cases. Prerequisites: BAE 308, 354, and 359. This course meets all the requirements for the senior capstone experience. (Fall only)

**407. Organizational Behavior and Management** (3 sem. hrs.). A course dealing with the principles and practices of management: How people interact within a business setting, and how managers organize, plan, control, and motivate. Prerequisite: one of: BAE 354, 359, 360. (Spring only)

**444. Investments** (3 sem. hrs.). The investment process, from the selection of individual investments to portfolio management. The problems and processes of security evaluation will be stressed. An individual research project is required. Prerequisite: BAE 354 or permission of the instructor. (Spring only)

**456. Senior Seminar in Business** (1 or 2 sem. hrs.). Seminar meets to hear visiting business leaders, study and evaluate interviewing, job selection and professional advancement. Optional second hour includes a competitive business simulation, in which students make management decisions and are evaluated in terms of their market effectiveness. (Spring only)

## **Economics Courses**

**102. Survey of Economics** (3 sem. hrs.). An introduction to basic economic concepts and tools of economic analysis through their application to contemporary social problems. Course open to all except students majoring in areas of Business Administration, Accounting and Economics. Course is not open to students with previous credit in either ECO 251 or 252. Credit for this course is not applicable to majors in the Business Administration, Accounting and Economics Department. (Fall and Spring)

**251. Principles of Microeconomics** (3 sem. hrs.). Survey of fundamental concepts. Emphasis is placed on decision-making by households as they allocate their resources for maximum satisfaction and by business firms concerning levels of output, employment and prices. Analysis of the role of competition in the free-market, private-enterprise economic system. (Fall only)

**252. Principles of Macroeconomics** (3 sem. hrs.). Analysis of economic performance as it affects levels of unemployment and inflation. Emphasis on economic policy activities of the federal government and the Federal Reserve System. (Spring only)

**330. Public Finance** (3 sem. hrs.). A study of the role of government in a market economy including market efficiency and failure, and government provision of public goods and remediation of externalities. Additional topics include: the application of cost-benefit analysis to governmental programs and an examination of both the expenditure and revenue components of the public sector budget. Prerequisites: ECO 251 and 252. (Spring only)

**342. Urban and Regional Economics** (3 sem. hrs.). The purpose of this course is to apply the principles of economics to the study of regions and urban areas. Regional areas will be defined and their economic development studied. Urban areas will be studied from the viewpoint of inefficient resource allocations resulting from externalities, industrial location, land use policies, transportation, housing markets and urban fiscal problems. Prerequisite: ECO 251. (Spring of even-odd years)

**344. Environmental and Natural Resource Economics** (3 sem. hrs.). This course applies economic principles to natural resource and environmental issues in society. Economic principles will be used to analyze society's use of limited natural resources. The social welfare criteria of both efficiency and equity will be used to analyze environmental policies directed toward the correction of externalities. Prerequisite: ECO 251. (Fall or Spring annually)

**346. Law and Economics** (3 sem. hrs.). This course applies the principles of economics to the study of law. Economic models of rational behavior can provide insight into law and legal institutions. Areas of law such as property law, contract law, torts and criminal law will be examined within the context of economic principles. Prerequisite: ECO 251. (Fall of even-odd years)

**352. International Economics** (3 sem. hrs.). Introduction to the theories of international trade, the functions of international monetary systems and current international economic issues. Emphasis on a practical understanding of the dynamics of international trade. Prerequisites: ECO 251 and 252 or permission of the instructor. (Fall only)

**358. Labor Economics** (3 sem. hrs.). The application of economic theory to the world of work, and the related issues of employment, unemployment and productivity. Topics covered include Human Capital Theory and the impact of labor unions. Prerequisites: ECO 251 and 252. (Fall only)

**361. Intermediate Microeconomic Theory** (3 sem. hrs.). The economics of price theory, including consumer choice, demand, supply, costs of production, resource allocation, competition and the concept of market power. This course contains junior level discipline specific communication requirements. Prerequisites: ECO 251 and 252. (Fall only)

**362. Intermediate Macroeconomic Theory** (3 sem. hrs.). The economic analysis of the overall performance of the economy, including national income accounting, income determination models, fiscal and monetary policies and economic growth. This course contains junior level discipline specific communication requirements. Prerequisites: ECO 251 and 252. (Spring only)

**364. Economic Development** (3 sem. hrs.). Analysis of the economics of countries with low per-capita income and of positive and negative factors bearing on their development. Impact of saving, investment, foreign trade, as well as of population, technology, social and political modernization, will be analyzed. Prerequisite: One course in economics or permission of the instructor. (Spring of odd-even years)

### **370. Internship**

**451. Economics Seminar** (3 sem. hrs.). Detailed investigation of one or two topics through application of economic principles previously studied. Extensive student participation through discussion and oral and written reports. Open to senior Economics majors only. This course meets all the requirements for the senior capstone experience. Prerequisites: ECO 361 and 362. (Fall only)

**452. Independent Study in Economics** (3 sem. hrs.). Open to seniors with consent of the instructor. Affords seniors an opportunity to utilize knowledge and economic skills gained from earlier coursework in an independent project. Students should prepare a project proposal during the fall term and submit it to the instructor for approval before registration. Students should anticipate a project equivalent to a 50-page research paper. (Offered on demand)



# GRADUATE PROGRAM OPPORTUNITIES

## Master of Business Administration

The Master of Business Administration degree program began offering classes in August 1995. The program is designed to develop in students the knowledge and skills needed for general management. In particular, the attributes of understanding, judgment, and communication leading to action are promoted. Decision making under conditions of uncertainty and the entrepreneurial skill of strategic planning are emphasized using the instructional method of discussion pedagogy with experiential learning. All courses include the integration of international and cultural components with objectives and outcomes.

### Required Courses: 31 semester hours

GSB 504	Discussion Pedagogy Workshop for MBA Students (No fee)	0 hrs.
GSB 511	Managerial Ethics	3 hrs.
GSB 512	Managerial Communications	3 hrs.
GSB 521	Managerial Accounting	3 hrs.
GSB 531	Managerial Economics	3 hrs.
GSB 541	Managerial Finance	3 hrs.
GSB 551	Managerial Marketing	3 hrs.
GSB 561	Managerial Information Systems	3 hrs.
GSB 575	Management	3 hrs.
GSB 576	Competition and Strategy	3 hrs.
GSB 595	MBA Field Study I	1 hr
GSB 596	MBA Field Study II	3 hrs.

### Electives: 6 semester hours

#### Plan A: Select:

GSB 533	International Business	3 hrs.
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#### and another course from:

GSB 515	Great Books in Business	3 hrs.
GSB 516	Business History	3 hrs.
GSB 571	Operations Management	3 hrs.
GSB 572	Organizational Behavior	3 hrs.
GSB 573	Human Resource Management	3 hrs.

#### Plan B: Select both courses:

GSB 533	International Business	3 hrs.
GSB 591	International Experience	3 hrs.

For a detailed description of the program, please request a *Graduate Studies Catalog 2003-2004* from the Office of Graduate Studies.

## CHEMISTRY

Professor Cordell; Associate Professor Esterline; and Assistant Professor Setzler.

Chemistry offers a program meeting the needs of students pursuing a variety of study and career options in the chemical sciences. Included are students who: anticipate careers as professional chemists or environmental chemists in industry, government or education; seek thorough and comprehensive pre-professional training for the medical sciences (medicine, veterinary medicine, dentistry, etc.); plan to engage in secondary science teaching or desire a knowledge of chemistry as a part of their liberal arts experience. Chemistry majors who intend to enter graduate school or industry will elect CHM 308 and additional 400-level courses in addition to the requirements listed below.

**Major:** 29 semester hours consisting of Chemistry 101, 102, 201, 202, 305, 307 and 422 with the remaining hours to be selected from the 300 or 400-level courses. Junior-level discipline communication requirement: CHM 307. Senior capstone experience: CHM 422.

**Allied Courses:** MTH 222, 223 and a year of general physics (PHY 111 and 112 is preferred). These courses must be taken **prior** to enrollment in CHM 307. Students are strongly urged to take a course in computer science. Additional science courses may be elected to suit the individual program.

**Minor:** 20 semester hours to include CHM 101, 102, 201, plus 8 hours from the following: CHM 202, 205, 305, 307, 308, 404, 405, 408, 411, 413, 414, 422. (Cannot count Chem 103.)

**101. General Chemistry** (4 sem. hrs.). Study of atomic structure, stoichiometry, gases, thermochemistry, periodicity, bonding, liquids and solids and organic chemistry. Three recitations and one 3-hour laboratory period per week. (Fall only)

**102. General Chemistry** (4 sem. hrs.). Study of solutions, equilibrium systems (acid-base, solubility), thermodynamics, electrochemistry, kinetics and the nucleus. Prerequisite: Passing grade in CHM 101. Three recitations and one 3-hour laboratory period per week. (Spring only)

**103. Fundamentals of Chemistry** (3 or 4 sem. hrs.). A relatively non-mathematical study of basic chemical principles and how chemistry relates to topics of current interest, such as energy and environmental matters. This course is designed specifically for non-science majors and will not count toward the Chemistry major or minor. No previous chemistry is necessary. Three recitations per week (3 sem. hrs.); three recitations and one 2-hour laboratory period per week (4 sem. hrs.) (Fall and Spring)

**201, 202. Organic Chemistry** (4 or 5 sem. hrs.). Study of organic compounds and their derivatives illustrating experimental and theoretical approaches to bonding, structure and reaction mechanisms. Structure elucidation considered from viewpoints of classical and spectroscopic methods. Prerequisites: CHM 101 and 102 for CHM 201; CHM 201 for CHM 202. Three recitations and one or two 3-hour laboratory periods per week. (Every Year)

**205. Water Pollution and Analysis** (4 sem. hrs.). Water samples from diverse sources will be studied, using contemporary analytical procedures. Students will gain experience in using analytical equipment, applying quality control procedures, interpreting water quality data and communicating water quality information. This course is also listed in the Water Resources course offerings as WTR 205. Credit toward graduation will not be awarded for both courses. Prerequisites: CHM 101 and 102. Two recitations and two 3-hour laboratories per week. (Fall only)

**305. Quantitative Analysis** (4 sem. hrs.). Study of both theoretical and practical aspects of quantitative chemical analysis, including classical and modern methods. Theoretical emphasis is on treatment of data, acid-base, solubility, oxidation-reduction, and complex ion equilibria, electrochemistry and spectrophotometry. Laboratory work includes quantitative gravimetric, volumetric, and instrumental analysis. Prerequisites: CHM 101 and 102. Three recitations and two 3-hour laboratory periods per week. (Every year)

**307, 308. Physical Chemistry** (4 sem. hrs.). Study of the principles of chemistry used to explain and interpret observations on the physical and chemical properties of matter. Topics include thermodynamics, quantum theory and its application to atomic and molecular structure, spectroscopy, and the kinetics and dynamics of reactions. Prerequisites: Two years of college chemistry, two semesters each of general physics and calculus for CHM 307; CHM 307 for CHM 308. Three recitations and one 3-hour laboratory period per week. Given in alternate years. (Odd-even years)

**370. Internship** (3 to 15 sem. hrs.). Qualified students may receive credit for off-campus experience in an industrial, government or academic laboratory. Departmental approval is required.

**404. Instrumental Analysis** (4 sem. hrs.). Study of the theory and applications of instrumental methods of chemical analysis. Emphasis is on (1) Spectroscopy (UV, Visible, IR Raman, NMR, AA, emission, mass), (2) Electrochemistry (electrolysis, potentiometry, voltammetry, coulometry) and (3) Chromatography (GC, HPLC). Laboratory work involves solving analytical problems using instrumental techniques. Prerequisite: CHM 305 and permission of the instructor. Two recitations and two 3-hour laboratory periods per week. (On demand)

**405. Advanced Water Analysis** (4 sem. hrs.). This course will provide students with experience in the use of automated analytical systems, including GC/MS, ICP and automated colorimetric systems. Students will also be introduced to "Good Laboratory Practices" and other quality control/quality assurance procedures, as required in federally mandated monitoring programs. This course is also listed in the Water Resources course offerings as WTR 405. Credit toward graduation will not be awarded for both courses. Prerequisite: CHM or WTR 205, and CHM 305. Two recitations and two 3-hour laboratories per week. (Spring only)

**408. General Biochemistry** (3 or 4 sem. hrs.). Study of principal types of biochemical compounds, nature of reactions taking place in plant and animal tissue and functions of enzymes, carbohydrates, lipids and nucleotides in the metabolic control of these processes. Prerequisites: CHM 201 and CHM 202, or a minimum grade of B- in CHM 201 and permission of the instructor. Three recitations and one 3-hour laboratory period per week. Laboratory optional. (Spring only)

**409, 410. Independent Study** (1 to 3 sem. hrs.). Laboratory problem designed to meet needs of advanced students. Consulting members of the staff, student will select a project in one or a combination of several of the following areas: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, physical chemistry. A formal, written report and an oral presentation of results will be required. Prerequisite: Permission of department chair. One conference period and a minimum of three hours of laboratory work per week for each semester hour of credit.

**411. Inorganic Chemistry** (3 or 4 sem. hrs.). Advanced course dealing with structure, bonding and reactions of inorganic compounds with special emphasis on coordination chemistry. Laboratory work devoted to inorganic preparations, reactions and characterization of products. Prerequisite: Permission of the instructor. Three recitations and one 3-hour laboratory period per week. Laboratory optional. (On demand)

**413, 414. Advanced Topics in Chemistry** (3 sem. hrs.). Selected advanced topics of current interest in analytical, biochemistry, inorganic, organic or physical chemistry. Emphasis on current chemical literature as a source of information. Prerequisites: CHM 307 and permission of the instructor.

**422. Seminar** (1 sem. hr.). A series of planned discussions in which advanced students, under the guidance of staff members, (1) review chemical research literature on student-selected topics, and (2) make oral presentations of their findings. Prerequisite: Senior status or permission of department chair. Satisfies capstone requirement.

**475, 476. Honors Course** (3 sem. hrs.). Open to seniors who want to earn Departmental Honors and whose Chemistry GPA is at least 3.00. Requests for Departmental Honors must be approved by the Department Chair, in consultation with the Chemistry faculty. A detailed proposal for independent research must be submitted to the Chair in the spring semester of the junior year. During the last semester an oral examination covering the research, and a comprehensive written examination covering all areas of chemistry must be taken.

## COMMUNICATION AND THEATRE ARTS

Professors Austin, Dickerson and Younger; Associate Professor Groetzinger; Assistant Professor L. Chudzinski; Instructors Gifford, Higgins, Karl, and Tjelmeland.

Since the beginnings of western civilization, skill in public speaking has been the mark of a well educated person while theatre has been a primary medium for artistic expression. During this century the rapid explosion of communication technologies and an increased emphasis on functional group and interpersonal communication have placed new demands on citizens. Courses and co-curricular activities in the department provide students with opportunities to develop proficiencies, knowledge and aesthetic appreciation in communication media and theatre.

The Communication Studies track is designed for those planning careers in business, higher education, politics, law, social sciences and the ministry. The Media track is designed for those planning careers in broadcast journalism, higher education, media production and programming, and announcing. The Theatre track provides study for those seeking careers or advanced study in theatre.

**Major:** 31 semester hours. A student may select a track in Communication Studies, Media, or Theatre.

**Communication Studies Track:** CTA 100, 104, 210, 250, 311, 350, 354, 351, 411

One class from each of the following groups: 105, 150, or 207; 165, 255, 355, or 375.

**Media Track:** CTA 100, 165, 210, 226, or 329, 335, 350, 351, 354, 355, 375, and 411.

**Theatre Track:** CTA 100, 105, 150, 207, 210, 213 or 214, 306, 307, 325, 327, 335, and 411.

The department considers its co-curricular activities an integral part of the total program. All CTA majors are required to take a minimum of two different Experiential Learning courses from the following areas: 217, 218, 219, or 220.

### Minors:

**Broadcast Journalism:** (21 hrs.) CTA 165, 210, 218 (2 hrs.), 226, 329, 335, 355, 375, plus the following Allied courses: ENG 212 and POL 127.

**Communications:** (21 hrs.) CTA 100, 104, 210, 250, 350, 351, 354, and 311.

**Theatre Arts:** (20 hrs.) CTA 105, 150, 207, 210, 213 or 214, 219, 220, 306 or 320, 327, and 307.

Note: CTA majors may not elect any of the above-described minors.

**100. Oral Communication I** (2 sem. hrs.). Introduction to theory and practice of effective oral communication in public situations. Students will examine and participate in a variety of informative and persuasive speeches. (Fall and Spring)

**104. Small Group Communication** (3 sem. hrs.). Study of the communication skills needed for effective work in teams. Designed to increase student's ability to communicate orally, think critically and establish interpersonal relationships within the context of the small group or team. Practice in group leadership, participation and problem-solving. (Fall only)

**105. Play Production: Stagecraft** (3 sem. hrs.). A practical course in the elements of technical theatre production, including scenic design, set construction, scene painting, lighting and costuming. Extra laboratory hours on actual production provide practical experience. Especially recommended for the prospective public school teacher. (Fall and Spring)

**150. Introduction to the Theatre** (2 sem. hrs.). Understanding the theatre's nature and historical significance as well as the contributions of playwright, director, actor, designer and critic. Demonstration, lecture and discussion procedures. Student preparation includes attending plays. (Fall and Spring)

**165. History and Criticism of Broadcasting** (3 sem. hrs.). A critical look at the historical development of the commercial broadcasting industry in America. Special emphasis will be given to organization, regulation, programming and audiences. A significant portion of the class is devoted to television program criticism. (Fall only)

**207. Acting** (3 sem. hrs.). Stresses theory and principles of acting. Designed to meet needs of those directly concerned with theatre production. Laboratory exercises progress from simple group and individual improvisations to acting in cuttings from great dramas. (Fall and Spring)

**210. Sophomore Seminar** (1 sem. hr.). This course intends to introduce the CTA major to the theories, concepts and expectations of the entire CTA discipline. In addition, while in this class each student will create a portfolio which will eventually contain copies of all their writings, performances, productions, speeches, etc. With assistance from an upper class mentor, each student will maintain their portfolio throughout their tenure at Heidelberg as a CTA major. Field trips to area businesses and industries that routinely employ Heidelberg CTA alumni will also be part of this course. Open to CTA majors and minors only. (Fall only)

**213. Stage Movement and Period Styles** (1 sem. hr.). This course deals with basic movement for the stage for actors, preparing the actor's body through warm-up and dance exercises, and specialized problems in acting in period plays. (Fall)

**214. Period and Musical Dance Styles** (1 sem. hr.). This course deals with period dances often used in period drama or comedy, and basic principles of dance and choreography for the modern musical. (Spring)

## **Experiential Learning Courses (217/ 218/ 219/ 220)**

The student may take up to, but not exceed, four hours in any single experiential course or in any combination of 217, 218, 219 and 220. The student must be enrolled in the course during the semester the activity is completed. Each requires permission of instructor.

**217. Experiential Learning In Forensics** (1 sem. hr.). Twelve hours of preliminary round intercollegiate speech competition plus 45 hours of preparation. Up to six hours of non-competitive public performance may be substituted for preliminary round competition. Prerequisite: Consent of coach. Student entered in competition by consent of coach. (Fall and Spring)

**218. Experiential Learning In Mass Communication** (1 sem. hr.). Minimum three hours per week in various performance or technical capacities at WHEI Radio or WHEI-TV. Prerequisites: One semester's experience in WHEI-TV or Radio and consent of director of broadcasting. (Fall and Spring)

**219. Experiential Learning In Theatre Production** (1 sem. hr.). Minimum of 45 hours of work on a production project. Projects can be from any design field, technical direction, stage management or major crew responsibility. Students will complete a journal of work and reflections of that work. Prerequisites: Consent of director or technical director. (Fall and Spring)

**220. Experiential Learning In Theatre Performance** (1 sem. hr.) Minimum of 45 hours of rehearsal time and successful completion of performance schedule in a major theatre production. Students will complete a journal of reflections on rehearsal and performance work. Prerequisites: Consent of director. (Fall and Spring)

**226. Broadcast Production** (3 sem. hrs.). Students will learn a variety of production and writing techniques relevant to commercial radio and television. Course is designed specifically for public relations and broadcasting students. (Fall and Spring)

**250. Argumentation and Rhetorical Criticism** (3 sem. hrs.). Examination of process and strategy in presenting effective and rational arguments through oral communication. Special emphasis is given to methods of collecting, analyzing and using evidence, the means of persuasion through logic and the delivery skills needed in argumentation and refutation. Recommended for pre-law and business majors. (Spring of odd-even years)

**254. Family Communication** (3 sem. hrs.). An examination of communication in a variety of family systems including marriage partners, parent-child and extended families. Focus on family types, creation of family meanings, conflict, decision-making and communication behavior which enhances family living. (Spring only)

**255. Topics in Film Studies** (3 sem. hrs.). This course is an examination of the History of Cinema and an introduction to various methods of film criticism. The topic approach to cinema studies allows for a wide range of approaches to the discipline. Possible topics might include: History & Criticism of Film, an Introduction; the History of American Cinema; the Hollywood Style; Women, Children & Minorities in Film; the Cinema of Baseball. (Spring of even-odd years)

**306. Play Production: Directing** (3 sem. hrs.). The director's role in the theatre with specific practice in the selection and analysis of a play, coordination of related technical areas and directing the actor. Each student prepares and presents scenes from selected plays and a one-act play, as part of the Heidelberg Season in February. (Fall of odd-even years)

**307. Advanced Acting** (2 sem. hrs.). Theory and practice in specialized areas of acting with a semester's concentration on one mutually determined stylistic approach such as Greek tragedy, Renaissance tragedy or comedy, Commedia dell'Arte, mime, Chekhovian drama or theatre of the absurd. Prerequisites: CTA 207 and permission of the instructor. (Spring only)

**311. Organizational Communication** (3 sem. hrs.). This course will examine how organizations communicate: message initiation, the role of management, management practices, the culture of the organization, employee motivation and conflict resolution in the work place. Students will read case studies and study theoretical approaches to analyzing organizational communication processes. An objective of the class requires that students learn to work in groups to solve organizational problems and accomplish goals. (Spring of even-odd years)

**320. Play Production: Musical Theatre** (3 sem. hrs.). Practical study of the history and development of the musical theatre with emphasis on stage director's and choreographer's roles. Students will gain experience in analysis, preparation, and staging of musical number(s) from standard operettas and musical plays. (Fall of even-odd years)

**325. Drama to 1900** (3 sem. hrs.). Beginning with the classic theatre of Greece and Rome, the student is introduced to major playwrights of the theatre from ancient times to 1900. Student preparation includes extensive reading of great dramas and representative plays from all countries. Prerequisite: CTA 150 or permission of instructor. (Spring of odd-even years)

- 327. Modern Drama** (3 sem. hrs.). Survey of the major plays and trends of the modern theatre beginning with the contributions of Ibsen and Strindberg and including such contemporary figures as Albee, Ionesco and Beckett. Prerequisite: CTA 150 or permission of instructor. (Spring of even-odd years)
- 329. Broadcast Journalism Production** (3 sem. hrs.). Students will learn a variety of production and writing techniques specifically relevant to broadcast journalism. The focus of this class is on writing and reporting television and radio news. Prerequisite: CTA 226 or permission of instructor. (Fall of odd-even years)
- 335. Oral Interpretation** (3 sem. hrs.). Study of the art of reading aloud. Emphasis on the analysis and performance of literature — especially intratextual and intertextual programs. Recommended for all prospective teachers, kindergarten through high school English. Prerequisite: Junior or Senior Standing. (Fall only)
- 345. Selected Topics** (1-3 sem. hrs.). Study of selected topics in communication and theatre of interest to upper level students and staff. Topics offered will concern areas not commonly stressed in regular courses. (Offered occasionally)
- 350. Persuasion** (3 sem. hrs.). Study of rhetorical and psychological theories of attitude change in human communication. Includes the development, analysis and presentation of written and oral persuasive messages and campaigns. Ethical standards will be considered. (Fall only)
- 351. Oral Communication II** (3 sem. hrs.). Advanced study in platform speaking. Students prepare and deliver several speeches. Readings in traditional rhetoric and contemporary communication theory. Practice in audience analysis and rhetorical analysis. Recommended for pre-ministerial, pre-law and business majors. Open to Juniors and Seniors. (Spring only)
- 354. Interpersonal Communication** (3 sem. hrs.). Examination of communication behaviors in family, friendship, work and intimate relationships. Variables such as self-concept, perception, expression of feelings, verbal and non-verbal codes will be analyzed through readings, research and experience. (Fall only)
- 355. Mass Media in Society** (3 sem. hrs.). Study of history, structure and function of mass communication, personal media and other telecommunication in American society. Special emphasis on electronic media. Readings and research examine effects and changes in society attributed to media and the interplay of audiences and the media. (Spring only)
- 357. Principles of Public Relations** (3 sem. hrs.). Origin and development of public relations, including ethical standards and functional role in modern society. Emphasis on defining objectives, selecting media, creating message content and evaluating effects. Practice in writing press releases. Prerequisite: ENG 212. Open to Juniors and Seniors. (Fall only)
- 358. Message Design in Public Relations** (3 sem. hrs.). Study, analysis and preparation of public relations campaign elements including plans, publicity materials and electronic media presentations. Prerequisite: Grade of C- or better in CTA 357 and ENG 313. (Spring only)
- 370. Internship** (3 to 15 sem. hrs.). Departmental permission required. (Fall and Spring)
- 375. Mass Communication Law** (3 sem. hrs.). Principles and case studies in communication law, constitutional guarantees, libel, privacy, contempt, privilege, copyright and governmental regulatory agencies. (Spring only)
- 407. Advanced Acting II** (2 sem. hrs.). Additional theory and practice in specialized areas of acting. Prerequisites: CTA 207, 307 and permission of instructor. (Spring only)
- 411. Seminar** (2 sem. hrs.). Study of theatre, media and rhetorical criticism. Major research project and public presentation. Required of all majors. Open to Juniors and Seniors. (Fall only)
- 451, 452. Independent Study** (1-3 sem. hrs.). Individual research under the direct supervision of a departmental faculty member. Opportunity for advanced work in any of the communication or theatre arts areas of special interest to the student. Prerequisite: Permission of the instructor. (Fall and Spring)

## COMPUTER SCIENCE

Professors Reno and Close; Assistant Professors Huenemann, and Joyce.

Computers are used with increasing frequency as a tool for research and applications in the arts, business, humanities and sciences. The Department of Computer Science offers two majors devoted to the study of this emerging technology. Graduates of the department are well prepared to enter a wide variety of careers where computer systems are important.

### Computer Science

A major in Computer Science looks toward the development of more efficient computer hardware and software. There is an emphasis on the theory behind computers and computing as well as the underlying mathematics and science.

**Major:** CPS 100, 201, 202, 301, 302, 311, 312, 325, 343, and 490 plus two additional courses from CPS 314, 326, 341 and 361.

**Allied Courses:** PHY 215 and three mathematics courses which must include either MTH 210 or 312.

**Junior-level Discipline Specific Communication Requirement:** CPS 343

**Senior Capstone Experience Requirement:** CPS 490

## Computer Information Systems

A major in Computer Information Systems is designed for those who look upon the computer as a management tool and are primarily interested in computer applications. The emphasis is on the use of computers within the business environment.

**Major:** CPS 100, 201, 202, 215, 302, 314, 325, 341, and 490; choose one additional course from CPS 216, 301, 311, 312, 326, 343 and 361.

**Allied Courses:** ACC 153, 253; BAE 360; ECO 251; ENG 313 plus three mathematics courses which must include either MTH 210 or 312.

**Junior-level Discipline Specific Communication Requirement:** CPS 341

**Senior Capstone Experience Requirement:** CPS 490

**100. Introduction to Computers** (3 sem. hrs.). An introduction to computers and computer information systems. A survey of the nature and use of computer software, computer hardware, and computer networks. Emphasis is on the development of computer literacy through an exploration of computer systems, computer applications, and the social and societal issues that arise with the widespread use of computers. (Fall and Spring)

**201. Computer Programming I** (3 sem. hrs.). Introduction to problem-solving methods and algorithm development; design, coding and documentation of programs in a block-structured high-level programming language. (Fall and Spring)

**202. Computer Programming II** (3 sem. hrs.). A continuation of CPS 201. The development of a disciplined approach to the design, coding and testing of computer programs. An introduction to data abstraction and data structures including linked lists, stacks, queues, and trees. Searching and sorting algorithms and their analysis. Prerequisite: CPS 201. (Fall and Spring)

**215. Business Programming I** (3 sem. hrs.). The techniques and algorithms used in a business environment are studied. Structured design is emphasized and programs typical of business applications are developed and written using the COBOL programming language. Prerequisite: CPS 202. (Fall only)

**216. Business Programming II** (3 sem. hrs.). A continuation of CPS 215. The course deals with advanced programming techniques in a business environment. Concepts covered include file maintenance and retrieval, on-line processing and an introduction to data-base management. Prerequisite: CPS 215. (Spring of odd-even years)

**220. Discrete Computational Structures** (3 sem. hrs.). An introduction to sets, graphs, trees, groups, lattices, logic and Boolean algebras. Emphasis will be on the relevance of these structures to computer science. Prerequisites: CPS 201 and MTH 121. (Spring of even-odd years)

**301. Computer Organization** (3 sem. hrs.). An introduction to the organization and structure of the major hardware components of computers; fundamentals of logic design; coding, number representation and arithmetic and simple computer architecture. Prerequisites: CPS 202 and PHY 215. (Spring of odd-even years)

**302. Operating Systems** (3 sem. hrs.). Computer architecture, instruction sets, memory management, device management, information management, systems structure, and performance evaluation. Prerequisite: CPS 202. (Spring of even-odd years)

**311. Data Structures** (3 sem. hrs.). Basic data structures such as stacks, queues, lists, trees and graphs; utilization of algorithmic analysis and design criteria in the selection of methods of data manipulation; hashing, searching, merging and sorting algorithms and algorithm complexity and efficiency. Prerequisites: CPS 202 (Fall of even-odd years)

**312. Programming Languages** (3 sem. hrs.). Survey of various high-level languages with emphasis given to formal language definition, lexical analysis techniques, list processing and string manipulation languages. Prerequisite: CPS 202. (Spring of even-odd years)

**314. Database Management** (3sem. hrs.). An introduction to data bases which focuses on the various uses of database management systems as well as the design, development and administration of such databases. Databases in a microcomputer environment will be emphasized. Prerequisite: CPS 202. (Fall only)

**325. Data Communications and Networking** (3 sem. hrs.). The principles of data communications equipment, device protocols, data transmission formats and representation techniques. Network topologies, design and configuration. Network performance issues and enhancement techniques. LANs, WANs, and internetworking issues. The protocols and workings of the global Internet. Issues facing network administrators. Prerequisite: CPS 202. (Fall only)

**326. Networks and Distributed Processing** (3 sem. Hrs.). The theories and techniques of distributed computing. Techniques for developing client/server programs. Models for distributed processing, data replication, and consistency maintenance. Multithreading and contention management. Security and privacy issues. Prerequisite: CPS 325. (Spring of even-odd years)

**341. System Analysis and Design** (3 sem. hrs.). An introduction to the concepts and methods of system analysis and design. Techniques of analysis will be presented and students will use design techniques to develop computer-based system solutions to business related problems. Prerequisite: CPS 202. Open to Juniors and Seniors. (Spring only)

**343. Software Engineering** (3 sem. hrs.). The software life cycle will be described and practical techniques for the specification, design, implementation and maintenance of software systems will be given. Teams of students will use computer-aided software engineering (CASE) and project-management software to specify, design, test and produce an actual software system. Prerequisite: CPS 202. Open to Juniors and Seniors. (Fall of odd-even years)

**350. Topics in Computer Science** (3 sem. hrs.). Current topics in advanced computer science and information systems, chosen to meet the interests of students and instructors. Extensions of familiar topics or introductions to new paradigms and research areas. Prerequisite: Permission of the instructor.

**361. C/UNIX** (3 sem. hrs.). Develops an understanding of UNIX operating system features including process life cycle, pipes, device management and the C programming language. Prerequisite: CPS 202. (Fall only)

**370. Internship** (1-15 sem. hrs.). Departmental permission required.

**401, 402. Independent Study** (3 sem. hrs.). Special topics chosen to meet the student's individual interest. Prerequisite: At least six Computer Science courses.

**490. Capstone Topics in Computing** (1 sem. hr.). This course provides a summary experience for the major on a topic in computing of special significance. The course will feature critical examination of the topic through such means as consideration of career implications, guest presentations, discussion of ethical ramifications, and a comprehensive project. Prerequisite: Computer Science or Computer Information Systems major and senior standing.

## CORE General Education

General Education CORE courses emphasize the connections between different fields of knowledge, different methods of analysis and separate forms of human experience. Taken both in the first year of study and again in the third, a CORE course reaffirms the unity and coherence of the human spirit.

General Education Committee: Berger, Bing (Chair), Close, Grata-Domachowski, Groetzinger, Kimmel, Rubenstein and Weinger.

**100. Introduction to the Liberal Arts** (3 sem. hrs.). An interdisciplinary general education class organized around four or five central experiences (performances, exhibitions or presentations) that celebrate the value of aesthetic and intellectual experience. Each experience is preceded by thoughtful preparation in a seminar setting and followed by careful reflection and expression. In this way the liberal arts tradition is expressed and understood and the student is offered an opportunity to develop critical skills of research, thought and expression. Students take this course during the first 24 hours of course work at Heidelberg unless special circumstances require accommodation. Students who enter Heidelberg College with 24 hours or more of transfer credit are not required or permitted to take COR 100. This course is offered in the fall semester and is a graduation requirement. Students who fail the course during a fall semester will be re-registered for the course the following fall. Students are not permitted to withdraw from this course.

**300. Exploring the Liberal Arts** (3 sem. hrs.). Upper-level interdisciplinary classes that provide an opportunity for students to make connections between the methods and subject fields of different academic disciplines utilizing the personal and intellectual insights they have acquired during the first half of their college experience. Each course utilizes the characteristic modes of inquiry of more than one traditional academic discipline in addressing current issues and concerns. These courses are intended to continue at the junior level the interdisciplinary approach to education that was introduced in COR 100 courses. These courses do not satisfy general education requirements in any discipline specific area. The successful completion of one COR 300 course is a graduation requirement. Prerequisite: Junior status or higher.

## ECONOMICS (See Business Administration, Accounting and Economics)

## EDUCATION

Professors Armstrong and Moon; Associate Professors Haley and Stein; Assistant Professors Corley, Grine, San Gregory, and Steffy.

The Heidelberg College Department of Education offers teacher preparation programs that lead to licensure in the State of Ohio and that meet Ohio Department of Education guidelines. While specific elements of teacher licensure vary from state to state, there is sufficient similarity so that the programs offered at Heidelberg will satisfy requirements in many states.

Ohio provisional teaching licenses are awarded to Education Majors in the following areas:

- I. Early Childhood Education—Pre-K through Grade 3
- II. Middle Childhood Education—Grades 4 through 9
- III. Adolescent to Young Adult—Grades 7 through 12
- IV. Multi-Age—Spanish, German, Health, Physical Education, Music—Pre-K through Grade 12
- V. Intervention Specialist—(Special Education) Ages 3-21

Students may gain licensure in one of the first four areas listed above or (1) may add

Intervention Specialist to any of the above, (this is not a stand-alone program at Heidelberg) or (2) may wish to seek a combination of two of the first four licenses. Note that this will require additional coursework and will take additional time. Also, some students will have a double major, e.g., Math and AYA or German and Multi-Age.

Entering freshmen will be classified as Education Candidate Majors (EDC) and will take EDU 110 or MUS 110 (Music Education majors only), EDU 115 and PSY 101 during their freshman year. Upon successful completion of these courses (C- or higher), students may enroll in EDU 200, the accompanying seminar, and EIS 265. Upon successful completion of these courses (C- or higher), students may enroll in EDU 220 and the accompanying seminar. Students enrolled in EDU 220 will be required to take the Principles of Learning and Teaching (PLT) subtest of Praxis II prior to the end of the course. During EDU 220, students should apply for admission to the Education Licensure Program. To be admitted into the licensure program, students must: (1) earn a score of 175 or higher on the Pre-Professional Skills Test (Praxis I), and (2) have taken the PLT subtest of Praxis II. (The Praxis I requirement will be waived if the student has an ACT Composite Score of 21 or higher. If needed, Praxis I should be taken before or during the freshman year.) There is a fee for the Praxis exams.

Beginning fall of 2004, students must maintain a 3.00 cumulative GPA in order to enroll in all EIS and EDU courses above EDU 228 and EIS 265. (The 3.00 GPA may be waived if the student has earned a passing score on all Praxis II sub tests required for his/her licensure area. Once accepted into the licensure program, students will be classified as Education Licensure Majors (EDL). Students will not be permitted to begin classes above EDU 228 and EIS 265 unless they are classified as EDL.

Beginning fall 2004, licensure candidates must earn state passing scores on all Praxis II sub tests required for their licensure area before they will be permitted to register for student teaching (EDU 426, 427, 428, 429, 430).

Upon graduation and receiving a passing score on Praxis II, students will receive a two-year Ohio provisional license. This two-year license allows the graduate to participate in an entry year program in a school setting and prepare for Praxis III assessment. The entry year program is similar to an internship where the teacher is paid but works closely with a mentor teacher. Upon satisfactory completion of this entry year program and the Praxis III assessment, a five-year professional license will be issued.

The two-year provisional license may also be used to work as a substitute if the graduate does not participate in an entry year program. This license may be renewed as often as desired with 3 semester hours of additional coursework for each renewal.

All Education Majors must complete the education licensure core courses. Beyond these, students need to complete the courses required for their specific licensure area. Any EDU or EIS course that is used as a prerequisite for any other EDU or EIS course must be passed with a grade of C- or better.

For the 2001-2002 academic year, Heidelberg College had a summary pass rate of 78% on the required Praxis II licensure tests. The 3-year follow-up pass rate on all required Praxis II licensure tests for the 1999-2000 completes cohort is 98%.

Students are responsible for making their own transportation arrangements to field placements.

**Required Education Licensure Core Courses:** 23 semester hours

EDU 110 or MUS 110, EDU 115, 200, 220, 416, EIS 265, 468 and one or more of: EDU 426, 427, 428, 429, 430.

- I. **Education Major: Early Childhood Licensure Track—42 hrs.:** EDU 201, 225, 230, 321, 322, 323, 344, 345, 414; EIS 320, 365, 379; HPE 250; MTH 117, 118; NDI 255.

The goal of this track is to prepare Pre-K through Grade 3 teachers. Junior level discipline-specific communication requirement for Early Childhood is EDU 344. The senior capstone is EDU 426.

- II. **Education Major: Middle Childhood Licensure Track—26 hrs.:** EDU 207, 227, 230, 350, 375, 400, 414; EIS 365, 379 and two of the following: EDU 360, 373, 380, 390. The goal of this track is to prepare teachers for grades 4 through 9. Students in this track must complete two of the following Areas of Concentration:



<b>Language Arts</b>	<b>Social Studies</b>	<b>Mathematics</b>	<b>Science</b>
ENG 101	EDU 110	EDU 380	EDU 390
ENG 102	EDU 373	MTH 117	BIO 110 (3) and 100 (1)
ENG 175	HIS 107	MTH 118	BIO 109
ENG 210, 11 OR 12	HIS 108	CPS 100	PHY 100
ENG 205 OR 6	ANT 230	MTH 115	PHY 172
ENG 321 OR 22	POL 127	MTH 121	CHM 103
ENG 382	HIS 121	MTH 210	Select two:
EDU 218	HIS 120	MTH 222	GEO 101
CTA 100	NDI 310		GEO 104
CTA 355	HIS 105 or 106		GEO 201
EDU 324			
EDU 360			

Junior Level Discipline-Specific Communication Requirement for Middle Childhood is EDU 350. The Senior Capstone is EDU 327.

III. **Education Major: Adolescent to Young Adult (AYA) Track—12 hrs.:** EDU 208, 228, 350, 400; EIS 379 and one of the following: EDU 366, 376, 386, 396. NOTE: The AYA Track may allow for a content major to be chosen from Math, English, Biology, Chemistry or Physics. EDU 414 is required for any AYA major adding Intervention Specialist License. The goal of the AYA track is to prepare teachers for grades 7 through 12.

A. **Integrated Math License:** 37 semester hours

**Required:** MTH 222, 223, 302, 303, 305, 307, 308, 310, 312, and 401.

**Allied Courses:** PHY 111, CPS 201

B. **Integrated Language Arts License:** 55-56 semester hours

**Required:** ENG 101, 102, 205 or 206, 210, 211, 212, 221 or 222, 291, 306 or 307, 321 or 322, 346, 382, 491 or 492; EDU 218, 324; NDI 301 or 302.

**Allied Courses:** Choose 3 from: CTA 100, 165, 207, 306, 355

C. **Integrated Social Studies License:** 66 semester hours

**Required:** HIS 105 or 106, 107, 108; HIS 121, HIS 385; HIS 330 or 333; HIS 251 or 252; POL 121, 127, 235; ANT 200, 230, 347; ECO 251, 252; PSY 101, 309; REL 204; NDI 310; Choose one of: HIS 305, 311, 321, 322; Choose one of: HIS 341, 342, 346, 358; Choose one of: HIS 384 or 386.

D. **Life Sciences License:** 56-62 semester hours

1. Teaching area: *Biology*

**Required:** BIO 021, 022, 031, 032, 041, 042, 111, 112, 114, 209, 212, 213, 311, 312, 363; Choose courses to total 6 additional hours: Select at least one from: 318, 325, 334, and if not two from previous section, one additional course from: BIO 109, 390/91, 425/26;

**Allied Courses:** CHM 101, 102; PHY 101 and 102 or PHY 111 and 112; MTH 210 and MTH elective, GEO 101 or 201

2. Teaching Areas: *Biology/Chemistry*

**Required:** BIO 111, 112, 114, 209, 212, 213 or 334, and 363; CHM 101, 102, 201, 202, 305, 307.

**Allied Courses:** GEO 101; PHY 101 and 102 or PHY 111 and 112

3. Teaching Areas: *Biology/Physics*

**Required:** BIO 111, 112, 114, 209, 212, 213 or 334 and 363; PHY 101 and 102 or PHY 111 and 112; PHY 216, 217, 218, 391; Choose two additional 300 level Physics courses.

**Allied Courses:** CHM 101, 102; GEO 101.

E. **Earth Sciences License:** 55-61 semester hours

1. Teaching Areas: *Earth Science/Physics*

**Required:** GEO 101, 104 or 116, 201, 211, 352; PHY 101 and 102 or PHY 111 and 112; PHY 172; PHY 216, 217, 218, 391. Choose two additional 300 level Physics courses

**Allied Courses:** BIO 109, 110; CHM 101.

2. Teaching Areas: *Earth Science/Biology*

**Required:** BIO 111, 112, 114, 209, 212, 213 or 334, 363; GEO 101, 104 or 116, 201, 211, 352; PHY 172.

**Allied Courses:** CHM 101, 102; PHY 101 and 102 or PHY 111 and 112.

3. Teaching Areas: *Earth Science/Chemistry*

**Required:** GEO 101, 104 or 116, 201, 211, 352; PHY 172; CHM 101, 102, 201, 202, 305, 307.

**Allied Courses:** BIO 109, 110; PHY 101 or 111.

**F. Integrated Science License:** 68 semester hours

1. Teaching Areas: *Bio/Chem/Earth Sci/Physics*

**Required:** BIO 111, 112, 114, 209, 212, 213 or 334, 311, 363; CHM 101, 102, 201, 202 or 305; GEO 101, 104 or 116, 201; PHY 101, 102, 172, 217, 218.

Junior Level Discipline-Specific Communication Requirement for Adolescent to Young Adult is EDU 350. The Senior Capstone is EDU 428.

- IV. Multi-Age Track**—Note: This licensure track is paired with a content major for Spanish. Thus, students are Spanish **and** Education Majors. However, Music, Health, and Physical Education candidates are not considered Education Majors, just licensure candidates. They are either a music, or a health and physical education major. The goal of the Multi-Age track is to prepare Spanish, Music and Health and Physical Education teachers for Pre-K through grade 12.

- A. **Spanish License**—16 hrs.: EDU 201, 207, 208, 336, 344 or 350, 400; EIS 379. (See required Education Licensure Core Courses.)

*Spanish Courses:*

**Required:** SPA 290, 321 or 330, 325, 333, 334, 335, 489, and 490. Choose additional hours to total 30 from: SPA 201, 202, 305, 306, 307, 308, 319, 320, 340, 370, 401, 402, 411, 412, 475, 476.

Courses offered through the required semesters at the Center for Cross Cultural Studies, Seville, Spain or at Cemanehuac Institute in Cuernavaca, Mexico may qualify.

**Allied Course** (Select one): BIO 375; HIS 251, 252, 321, 322, 361; ENG 206, 382; POL 250, 263; NDI 115, 120, 301, 302, 340, or any course in another foreign language.

- B. **Music License**—15-16 hrs.: EDU 344 or 350, 400; EIS 379; MUS 363, 373, 374, 415 (voice or piano) or 418 (instrumental, strings, or piano). (See required Education Licensure Core Courses.)

Students must choose from instrumental, piano/organ, string or voice emphasis.

*Instrumental Emphasis*

**Required Courses:**

PERFORMANCE (32 Hours)

Major Performance Area (10)

Instrumental Methods 171-372 (6)

Piano (4)

Voice (3)

Ensemble (8)

Performance Class 051-058

Recital/Project 499

THEORETICAL MUSIC (34 Hours)  
Music Theory/Aural Training (15)  
Music Literature and History 147, 247, 248 (8)  
Conducting 216, 316 (4)  
Form and Analysis 313 (2)  
Orchestra and Band Arranging 312 (2)  
Functional Piano and Improvisation 393, 394 (3)

*Piano/Organ Emphasis*

**Required Courses:**

PERFORMANCE (32 Hours)  
Piano or \*Organ (13)  
Instrumental Methods (7)  
Voice (3)  
Ensemble (8)  
Performance Class 051-058  
Recital/Project 499  
THEORETICAL MUSIC (34 Hours)  
Music Theory/Aural Training (15)  
Music Literature and History 147, 247, 248  
Conducting 216, 316  
Form and Analysis 313  
Orchestra and Band Arranging 312  
Functional Piano and Improvisation 393, 394 (3)

*String Emphasis*

**Required Courses:**

PERFORMANCE (32 Hours)  
Major Performance Area (10)  
Instrumental Methods (7)  
Piano (4)  
Voice (3)  
Ensemble (8)  
Performance Class 051-058  
Recital/Project 499  
THEORETICAL MUSIC (34 Hours)  
Music Theory/Aural Training (15)  
Music Literature and History 147, 247, 248 (8)  
Conducting 216, 316 (4)  
Form and Analysis 313 (2)  
Orchestra and Band Arranging 312 (2)  
Functional Piano and Improvisation 393, 394 (3)

*Voice Emphasis*

**Required Courses:**

PERFORMANCE (32 Hours)  
Voice (14)  
Instrumental Methods 171-372 (6)  
Piano (4)  
Ensemble (8)  
Performance Class 051-058  
Recital/Project 499  
THEORETICAL MUSIC (34 Hours)  
Music Theory/Aural Training (15)  
Music Literature and History 147, 247, 248 (8)  
Conducting 216, 316 (4)  
Form and Analysis 313 (2)  
Orchestra and Band Arranging 312 (2)  
Functional Piano and Improvisation 393, 394 (3)

C. **Health and Physical Education License** (May choose either or both.) (See required Education Licensure Core Courses.)

**Required:** EDU 344 or 350, and 400

**Major Licensure Courses** (both areas): 27-29 semester hours

BIO 110, BIO 315 or ATR 487, ATR 477; HPE 116, 208 (or current certification as approved by HPE chair), 302, 312, 313, 454, 490 and PSY 101.

**Additional Health Education Licensure Courses**—17 sem. hrs.

HPE 115, 240, 250, 306, 340, 343; one from 121, 203, 224, 228, 401 or 402; and PSY 206

**Additional Physical Education Licensure Courses**—23 sem. hrs.

HPE 120, 201, 216, 227, 317, 318, 322, 325; one from HPE 121, 203, 224, 228, 240 or 306, 401, 402

Junior Level Discipline-Specific Communication Requirement for Multiage is either EDU 344 or 350 (depending on the age students wish to teach). The Senior Capstone is EDU 430.

V. **Education Major: Intervention Specialist Licensure Track**—27 hrs.: EDU 201, 207 or 208, 230, 344 (Early) or 350 (Middle and AYA); EIS 272, 350, 361, 365, 379 (for 3 semester hours during Fall only), 471; PSY 211. (See required Education Licensure Core Courses.)

\*This license may be added to another license. It is not a stand-alone program at Heidelberg. Its goal is to prepare teachers to work with children with Mild/Moderate Disabilities.

Junior Level Discipline-Specific Communication Requirement is either EDU 344 or 350 (depending on the age students wish to teach). The Senior Capstone is EDU 429 (4 hrs.) and four additional hours from: EDU 426, 427, 428 or 430.

**110. Vital Connections** (2 sem. hrs.). Introduction to the history and philosophy of education. Incorporates research/study of basic issues in the field of education, roles of the teacher and trends in education. Students are involved in general classroom observation at appropriate grade-levels for career decision purposes. Offered each semester. Co-requisite: EDU 115. (Fall and Spring)

**115. Educational Technology** (1 sem. hr.). Designed to give students an understanding of techniques related to computer and multimedia technology in the teaching and learning environment. Students will utilize community and campus resources, computer applications and appropriate audiovisual equipment to develop successful teaching skills and resource collections and materials for integration in the classroom. Also, students will begin development of professional materials and portfolio content for future job placement. Co-requisite: EDU 110 or MUS 110. (Fall and Spring)

**200. Growth and Development** (2 sem. hrs.). The principle aspects of Growth and Development including the social, emotional, cognitive and physical development from birth through adulthood. Associated learning theories in relation to the age level characteristics will be discussed. Prerequisites: 2.5 GPA and C- or higher in EDU 110 or MUS 110, EDU 115 and PSY 101. Must be taken concurrently with EDU 201 (ERL), 207 (MID) or 208 (AYA). Spanish Licensure takes 201, 207 and 208. Health and/or Physical Education takes none. (Fall and Spring)

**201. Growth and Development—Early Childhood** (1 sem. hr.). A course designed with emphasis on Pre-K-Grade 3 development. Discusses typical and atypical development in infancy and early childhood, effect of disability and at-risk conditions on development, including adult/child interactions. Examines pre-, peri-, and postnatal conditions and relationship to developmental status. This course is required of all students in the Early Childhood licensure program. Prerequisites: 2.5 GPA, and C- or higher in EDU 110, EDU 115 and PSY 101. Taken concurrently with EDU 200. (Fall and Spring)

**207. Growth and Development Seminar: Middle Childhood** (1 sem. hr.). EDU 207 builds on EDU 200 giving special emphasis to the middle child. The middle child is unique in his/her social, emotional, cognitive and physical development. Given these characteristics developmentally appropriate instruction is essential for the middle school-aged child. This course is designed to examine the implications of Middle Childhood growth and development and its relationship to teaching. Taken concurrently with EDU 200. Prerequisite: 2.5 GPA, C- or higher in EDU 110, EDU 115 and PSY 101. (Fall and Spring)

**208. Growth and Development Seminar: Adolescent to Young Adult** (1 sem. hr.). EDU 208 builds on EDU 200 giving special emphasis to the adolescent to young adult. The social, emotional, physical and cognitive characteristics will be explored so as to give the preservice teacher a clearer understanding of this age group and implications for teaching. Taken concurrently with EDU 200. Prerequisite: 2.5 GPA, C- or higher in EDU 110, EDU 115, and PSY 101. (Fall and Spring)

**218. Adolescent Literature** (3 sem. hrs.). Emphasis on literature written for adolescents, including a study of and reading from the various genres, how to use literature in the middle and secondary school classroom, how to read for a variety of purposes, reading aloud to students, SSR, reader response theory, censorship, literary elements, evaluating adolescent literature for quality and relevance, choosing a canon of literature and the transactional nature of reading literature. Unit and lesson planning will be required. The Internet will be used to research authors, find and contrast works of literary criticism and locate books for thematic units. Students will be required to read prose and poetry by a wide variety of American and non-American authors. Prerequisite: 2.5 GPA, and C- or higher in PSY 101 and EDU 200. (Spring)

**220. Principles of Teaching** (3 sem. hrs.). The course is designed to help students gain an overview of the effective principles of good teaching as seen through the academic literature and practices of teachers. Students will consider the strategies that are available to students to help create a motivated, positive climate for learning. There is a strong emphasis on active, authentic and constructivist planning and learning. Minimum GPA 2.50 to enroll. Prerequisite: 2.75 GPA, C- or higher in PSY 101, EDU 200 and accompanying seminar (201, 207 or 208). Corequisite: 225 (Early), EDU 227 (Middle) or 228 (AYA). (Fall and Spring)

**225. Introduction to Early Childhood Education – Philosophies and Practices** (3 sem. hrs.). A course designed to introduce students to the history, context and current trends in Early Childhood Education/Early Childhood Special Education including the issues of ‘best practice’ as they relate to working with young children with and without disabilities in a variety of settings. Focus also on the perspectives, characteristics and attitudes necessary for students to become effective early childhood professionals. Course will include examination of the NAEYC Code of Ethics; students will be encouraged to become members of NAEYC as part of their professional development. Use of Internet resources to examine current topics in ECE will be an integral component of the course. Field observation in inclusive public and community preschool and K-3 settings will be conducted throughout the semester to enable students to witness and discuss teaching practices and philosophies in ECE. Prerequisite: 2.75 GPA and C- or higher in PSY 101, EDU 200, 201. Corequisite: EDU 220. (Fall and Spring)

**227. Principles of Teaching Seminar: Middle Childhood** (1 sem. hr.). This course builds on EDU 220 giving special emphasis to the middle child. As the middle child is unique in their development, emphasis in the course will consider the appropriate classroom and school environment suitable for the middle child. Particular attention will be paid to how team teaching, exploratory programs, integrated units and pastoral care are considered essential elements of an effective middle school. A field experience is required. Prerequisite: 2.75 GPA, C- or higher in PSY 101 and EDU 200, 207. Corequisite: EDU 220. (Fall and Spring)

**228. Principles of Teaching Seminar: Adolescent to Young Adult** (1 sem. hr.). This course builds on EDU 220 giving special emphasis to the AYA student. Students will be expected to consider the essential principles of teaching as outlined in the research literature. Emphasis will be given to creating a positive classroom climate through the exploration of appropriate teaching strategies and classroom management techniques. A field experience is required. Prerequisite: 2.75 GPA, C- or higher in PSY 101, EDU 200, 208. Corequisite: EDU 220. (Fall and Spring)

**230. Foundations of Reading** (3 sem. hrs.). An introduction to the theories/models of the process of reading, stages of reading development, the development of literacy, word identification strategies, comprehension theory and instructional strategies, text structure, the reading/writing connection, the role of literature in the classroom, assessment, material selection, organizing and managing reading programs, accommodating needs in multicultural and multiability classrooms. Examination of appropriate software to enhance and reinforce reading skills and use of the Internet for literature and content/curriculum resources is included. Required field experience in which students implement instructional strategies learned in class and present quality children’s literature in settings appropriate for licensure area. Prerequisite: 3.0 GPA, C- or higher in PSY 101 and EDU 220, 225 (Early Childhood); EDU 220, 227 (Middle Childhood). Corequisite: EIS 365. (Fall and Spring)

**321. Language/Literacy Development in Early Childhood** (2 sem. hrs.). Emphases on the acquisition of language skills from birth through age eight and how to promote literacy development in preschool and early childhood settings. Developmental stages of oral and spoken language skills and reading/writing skills will be addressed. Types of literacy experiences to enhance development based on assessment of individual skills/developmental levels will be emphasized. Students will develop an understanding of the Ohio Academic Content Standards. Students will also become familiar with and learn to evaluate the appropriateness of different software for the development of reading/written language skills for young children, and use the Internet as a resource for locating children’s literature. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 225, 230; EIS 265, 365. Corequisite: EDU 322, 323. (Fall and Spring)

**322. Math Experiences in Early Childhood** (2 sem. hrs.). This course will address the development of mathematical understanding in young children, with emphasis on developmentally appropriate curriculum models, assessment practices, methods, materials, and technology to support their learning. Students will learn to use and evaluate software to enhance and reinforce math skills and understanding. Focus is upon methods encouraging student participating through use of various hands-on materials and upon lesson planning (short and long-range) as it relates to assessed student needs, Ohio Academic Content Standards, and district courses of study. Research of related professional literature. Prerequisites: 3.0 GPA; C- or higher in PSY 101, EDU 225, 230; EIS 265, 365. Corequisite: EDU 321, 323. (Fall and Spring)

**323. Science Experiences in Early Childhood** (2 sem. hrs.). This course will address the development of scientific understanding in young children, with emphasis on developmentally appropriate curriculum models, assessment practices, methods, materials, and technology to support their learning. Students will learn to use and evaluate software to enhance and reinforce science skills and understanding. Focus is upon methods encouraging student participating through use of various hands-on materials and upon lesson planning (short and long-range) as it relates to assessed student needs, Ohio Academic Content Standards, and district courses of study. Research of related professional literature. Prerequisites: 3.0 GPA; C- or higher in PSY 101, EDU 225, 230; EIS 265, 365. Corequisite: EDU 321, 322. (Fall and Spring)

**324. Teaching Written Composition (K-12)** (2 sem. hrs.). The primary purpose of the course is to provide the pre-service teacher with instruction in teaching writing in the elementary or secondary classroom. Primary emphasis will be on teaching writing as a process. Additional topics to be covered include: methods of teaching writing, writing as a developmental process, forms of writing, instructional guidelines for teaching writing, goals of writing instruction, teaching writing across the curriculum, integrating writing with literature and evaluating student writing. Recommended for all early, middle, and AYA English majors. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, and Sophomore Status. (Fall)

**336. Methods in Foreign Languages** (3 sem. hrs.). Students learn how to plan, integrate and instruct foreign languages. Attention is given to ACTFL National Standards, the Ohio Model Competency-Based Program in Foreign Languages. Prerequisite: six semester hours at the 300 level in the language to be taught. Prerequisite: C- or higher in PSY 101 and a 3.0 GPA. (Offered as needed.)

**344. Reading to Learn/Content Areas—Early Childhood** (3 sem. hrs.) Emphasis on helping students process and learn from content materials, including understanding text structure, general and specific vocabulary development, comprehension strategies, language acquisition, dialects, usage, purposes of language, forms of discourse, areas research in reading, study skills, test taking, assessment and evaluation. Focus will be on reading to learn. Additional emphasis on developing integrated instructional units linking content areas. Students will be expected to use the Internet to locate adolescent literature for each content area and materials/programs to enhance their instruction. Ohio's Language Arts Model will be used to plan and implement instruction. (Field experience required). This course is taken by Early Childhood Majors, Intervention Specialist Licensure Candidates who are also getting licensed in Early Childhood, and HPE, Music and Spanish Majors who are interested in teaching younger children. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 317, 319. Corequisite: EDU 345 (except Multi-Age). (Fall and Spring)

**345. Curriculum and Instruction for Young Children—Pre-K—Grade 3** (4 sem. hrs.). Emphasis on the development and implementation of developmentally appropriate curriculum across the content areas for young children ages 3-8. Curricular organization and content, materials, activities, and instructional strategies and practices, including small-group, cooperative learning groups, and discussion, will be addressed, as will the role of authentic assessment practices in guiding planning and instruction. Exploration of Social Studies curriculum models and standards will form an integrative curricular framework. The role of play in learning, principles of anti-bias curriculum, and design and organization of the learning environment to support positive relationships among children and adults and to promote learning will be examined. The course will also explore implications on development and learning of diverse learners, including children who are gifted and those with disability conditions, and the resultant curricular and environmental modifications and specialized instructional strategies, including assistive technologies (as specified on IEPs) necessary to accommodate learners with a range of learning and developmental needs in inclusive early childhood PreK-3rd grade settings. Throughout the course, students will examine appropriate software and access the Internet/other media for curriculum ideas and resources (to be included also within activity/ lesson implementation in the field). Prerequisites: A 3.0 GPA, C- or higher in PSY 101, EDU 317, 319. Corequisite: EDU 344 (ERL). (Fall and Spring)

**350 Reading to Learn in the Content Area—Middle and AYA** (3 sem hrs.) Emphasis on helping students process and learn from content materials, including understanding text structure, general and specific vocabulary development, comprehension strategies, language acquisition, dialects, usage, purposes of language, forms of discourse, research in reading, study skills, test taking, assessment and evaluation. Focus will be on reading to learn. Additional emphasis on developing integrated instructional units linking content areas. Students will be expected to use the Internet to locate adolescent literature for each content area and materials/programs to enhance their instruction. Ohio's Language Arts Model will be used to plan and implement instruction. (Field experience required). This course is taken by Middle Childhood Majors, AYA Majors, Intervention Specialist Candidates seeking Middle or AYA Licensure, and HPE, Music and Spanish Majors interested in teaching at these grade levels. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, 227, 228. Corequisites: Taken concurrently with one of the following by AYA Majors: 366, 376, 386, 396; with 375 and two of the following by Middle Childhood Majors: 360, 373, 380, 390. No concurrent courses for Multi-Age.

**360. Language Arts in Middle School** (3 sem. hrs.). Emphasis will be on methods and materials used to teach language arts in grade 4-9. Specific content includes language acquisition, the history of language, English grammar, dialects, levels of usage, purposes of reading, writing, listening, and speaking, and the ways readers respond to literature. A wide variety of literature will be read. With regard to writing, the composing process, forms of writing, and purposes for writing will be covered. Students will also learn how to plan and teach language arts lessons, including writing objectives, choosing instructional strategies and materials, grouping students, applying research findings, and assessing diverse learners. Students will have a middle school field placement. The use of computers to enhance teaching units, locate materials, etc., will be stressed. The Ohio Language Arts Model will be emphasized. Prerequisites: 3.0 GPA, Junior status, C- or higher in PSY 101, EDU 220 and EIS 265. Corequisite: EDU 350, 375 and one of the following: 373, 380 or 390. (Spring)

**366. Methods in English** (3 sem. hrs.). This course will cover both the content to be taught and the pedagogy of teaching English in Adolescent to Young Adult classrooms, including but not limited to: selecting and using materials for diverse learners and learning styles, applying the knowledge base to the language arts, using the Ohio Language Arts Model to frame instruction and assessment, and designing, implementing, interpreting, and reporting on assessment. Students will also become aware of sources of adolescent literature by diverse writers, study the forms of oral and written discourse and their place in the English classroom and learn how to help students read for different purposes and respond to literature. Students will plan and implement lesson and unit plans. Finally, attention will be given to the nature of language and theories of language acquisition. (Field experience required.) Prerequisite: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265; Corequisite: EDU 350. (Spring)

- 373. Social Studies in the Middle School** (3 sem. hrs.). Methods encouraging concept and generalization development through active participation will be the major focus. The Ohio Social Studies Model provides guidance in what concepts, generalizations, and skills will be developed. Emphasis will be upon developing citizenship skills. Short and long range lesson planning will be developed. Students will be encouraged to use technology to enhance both planning and instructional phases. (Field experience required.) Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220 and EIS 265. Corequisites: EDU 350, 375 and one of the following: 360, 380, or 390. (Spring)
- 375. The Middle School** (2 sem. hrs.). Develops the idea of “community” by encouraging students to actively work in various “in and out-of-school” programs unique to this level, grades 4 through 9. Program development, participation, and evaluation are key components of this course. May include participation in the following: clubs, intramurals, mini-courses, guidance programs, parent organizations, sports and activity groups. This course is part of a block, which requires daily work in a school. Taken concurrently with EDU 350 and two of the following: 360, 373, 380 or 390. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265. (Spring)
- 376. Methods in Social Studies** (3 sem. hrs.). Study of methods appropriate in social studies classes grades 7-12 using the standards of NCSS (National Council of the Social Studies). Field based experience is required. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265; Corequisite: EDU 350. (Spring)
- 380. Math in the Middle School** (3 sem. hrs.). Focus is upon methods and techniques of teaching math concepts and skills in grades 4 through 9. Emphasis is upon building positive attitudes toward math, on-going formal and informal pupil assessment and the use of active hands-on participation. The Ohio Math Model will provide the concepts and skills for the method development. Short and long-range planning along with the use of materials and technology will be covered. Research of related professional literature is included. (Field experience required.) Prerequisites: 3.0 GPA, Junior level, C- or higher in PSY 101, EDU 220, EIS 265. Corequisite: EDU 350, 375 and one of the following: 360, 373 or 390.
- 386. Methods in Mathematics** (3 sem. hrs.). A study of methods appropriate for teaching mathematics to adolescents through young adults. A variety of pedagogies are covered. These include collaborative learning, technology, classroom discourse, connections to other disciplines and between mathematical topics, discovery through investigations, and writing to learn. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265; Corequisite: EDU 350. (Spring)
- 390. Science in the Middle School** (3 sem. hrs.). The study of curriculum and methods for teaching science in the middle school, encompassing grades 4-9. A science unit plan is required and students will be expected to teach one or more lessons from the plan during the field experience component of the course. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265. Corequisite: EDU 350, 375 and one of the following: 360, 373, 380. (Spring)
- 396. Methods in Science** (3 sem. hrs.). The study of curriculum and methods for teaching science in grades 7-12, ages 12-21. A science unit plan is required and students will be expected to teach one or more lessons from the plan during the field experience component of the course. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265. Corequisite: EDU 350. (Spring)
- 397, 398. Individual Studies in Education** (1-3 sem. hrs.). Individual research and field studies in areas such as remedial reading, comparative education, gifted/talented, post-secondary education, special education and experimental approaches to instruction and learning. Each study is subject to the approval of the departmental head. May be scheduled for a maximum of six hours per semester. (Every year) Prerequisite: C- or higher in PSY 101.
- 400. Curriculum/Organization of Schools** (2 sem. hrs.). Students will become familiar with state curriculum models, how curriculum develops/changes, and how schools are organized for instruction. Overview of curriculum and organization of schools. (Middle Childhood, AYA, and Multi-Age). Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU whichever of the following apply to licensure area: EDU 350, 360, 373, 375, 380, 390 for Middle Childhood; 350, 366, 376, 386, 396 for AYA; MUS 373, 374 for Music; HPE 322 or 343 for HPE; EDU 336 and academic year abroad for Spanish. Corequisites: 427, 428, 429, or 430. (Fall and Spring)
- 414. Diagnosis of Reading Difficulties** (3 sem. hrs.). Education 414 focuses on the skills and knowledge that classroom teachers need to be able to diagnose students’ reading difficulties. Additionally, the course will provide students with the opportunity to plan/implement a remedial program that is appropriate for a disabled reader. A case study approach will be used and students will receive ample opportunities to apply the skills learned. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 230, EIS 365. Pre- or corequisite: EDU 344 or 350. (Fall and Spring)
- 416. Seminar in Education** (2 sem. hrs.). Designed to provide students the opportunity to discuss and reflect upon their experiences in students teaching as they assume the role of teacher and to integrate the principles of teaching with previous course work, clinical and field experiences. Focus will be upon sharing and problem solving in relation to issues including but not limited to, classroom management, professionalism, planning, instruction, organization, job procurement, and legal aspects. Research of related professional literature is included. Prerequisites: 3.0 GPA, C- or higher in PSY 101 and whichever of the following courses apply to licensure area: EDU 344, 345 (Early); 350, 360, 373, 375, 380, 390 (Middle); 366, 376, 386, 396 (AYA); MUS 373, 374 (Music); HPE 322 or 343 (HPE); EDU 336 and academic year abroad (Spanish). Taken concurrently with EDU 426, 427, 428, 429 or 430. (Fall and Spring)
- 426. Student Teaching (Early Childhood)** (4 or 8 sem. hrs.). Placement with a qualified teacher and college supervisor in an appropriate classroom setting\* for a minimum of 10 full weeks. Actual participation in classroom activities on a daily basis is the emphasis. Planning, organizing, instruction, and evaluating are key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Senior level only. No other course work is to be taken during the Senior Block and the 10 full weeks of student teaching. \*Appropriate classroom setting is defined as one that meets the learned society guidelines for early childhood. The early childhood candidate is required to have experience with both pre-school youngsters and primary level youngsters in an inclusive setting. Placement will be dependent upon a student’s prior

field experiences in EDU 345. Prerequisites: 3.0 GPA, C- or higher in PSY 101 and EDU 344, 345. Corequisites: EDU 416, EIS 379, 468. (Fall and Spring)

**427. Student Teaching (Middle Childhood)** (4 or 8 sem. hrs.). Placement with a qualified teacher and college supervisor in an appropriate classroom setting\* for a minimum of 10 full weeks. Actual participation in classroom activities on a daily basis is the emphasis. Planning, organizing, instruction, and evaluating are key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Senior level only. No other course work is to be taken during the Senior Block and the 10 full weeks of student teaching. \*Appropriate classroom setting is defined as one that meets the learned society guidelines for middle childhood. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 350, 375 and whichever two courses apply to area of licensure; EDU 360, 373, 380, 390. Corequisites: EDU 400, 416; EIS 379, 468. (Fall and Spring)

**428. Student Teaching (Adolescent-Young Adult)** (4 or 8 sem. hrs.). Placement with a qualified teacher and college supervisor in an appropriate classroom setting\* for a minimum of 10 full weeks. Actual participation in classroom activities on a daily basis is the emphasis. Planning, organizing, instruction, and evaluating are key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Senior level only. No other course work is to be taken during the Senior Block and the 10 full weeks of student teaching. \*Appropriate classroom setting is defined as one that meets the learned society guidelines for the adolescent to young adult licensure areas. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 350 and whichever course applies to area of licensure: EDU 366, 376, 386, 396. Corequisites: EDU 400, 416; EIS 379, 468. (Fall and Spring)

**429. Student Teaching (Intervention Specialist)** (4 sem. hrs.). Placement with a qualified teacher and college supervisor in an appropriate classroom setting\* for a minimum of 6 full weeks. (Student will be placed in other area of licensure classroom for an additional 6 weeks.) Actual participation in classroom activities on a daily basis is the emphasis. Planning, organizing, instruction, and evaluating are key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Senior level only. No other course work is to be taken during the Senior Block and the 10 full weeks of student teaching. \*Appropriate classroom setting is defined as one that meets the learned society guidelines for intervention specialist (mild-moderate). Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 344, 345 (Early); 350, 375 and whichever of the following apply to licensure area: 360, 373, 380, 390 (Middle); 366, 376, 386, 396 (AYA). Corequisites: EDU 400 (For all but Early), 416; EIS 468. (Fall and Spring)

**430. Student Teaching (in a Multi-Age setting)** (4 or 8 sem. hrs.). Placement with a qualified teacher and college supervisor in an appropriate classroom setting\* for a minimum of 10 full weeks. Actual participation in classroom activities on a daily basis is the emphasis. Planning, organizing, instruction, and evaluating are key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Senior level only. No other course work is to be taken during the Senior Block and the 10 full weeks of student teaching. \*Appropriate classroom setting is defined as one that meets the learned society guidelines for multi-age. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 344 or 350 (All); (MUS 373, 374 (Music); HPE 322 or 343 (HPE); EDU 336 and academic year abroad (Spanish). Corequisites: EDU 400, 416; EIS 379 (except Multi-Age Health/Physical Education), 468. (Fall and Spring)

## ADDITIONAL CERTIFICATION/LICENSURE OPPORTUNITY

### Intervention Specialist Licensure (EIS)

**265. Diversity in Today's Schools** (3 sem. hrs.). This course is designed to introduce preservice, teacher-education students to an educational system that takes full advantage of the cultural, racial, societal, economic and academic diversity in today's schools. The demographics, characteristics, methods and materials of informal and formal diagnosis, assessment and teaching of "exceptionality," including cultural, racial, societal, economic and academic diversity present in today's schools and the wider society. Implications for educational (a) philosophy (b) theory, (c) policy and (d) practice will be discussed. Class participants will be required to reflect on, develop and communicate professional and personal perceptions concerning diversity at each of these levels. Prerequisites: 2.5 GPA, C- or higher in EDU 110, MUS 110 or PSY 101. (Fall and Spring)

**272. Individuals with Diverse Educational Needs** (3 sem. hrs.). The art and science of teaching exceptional children, ages 5-21, will be integrated and explored through reading, micro-team teaching, self-awareness activities and mini-lessons. An examination of the specific characteristics, medical aspects, assessment, identification, and behavioral and academic remediation methods for individuals with mild/moderate educational needs, will be paired with an introduction to the current state-of-the-art for teaching children with Mild/Moderate Disabilities. A wide variety of pedagogical methods, procedures and practices will be introduced, critiqued and reviewed by the class participants. Each member of the class will identify, develop and practice their own personally relevant and appropriate set of teaching practices. Prerequisite: 3.0 GPA, C- or higher in EDU 110, 115; EIS 265, PSY 101. (Spring)

**320. Family Systems/Social Issues in Early Childhood** (3 sem. hrs.). Emphasis on the role of the family and other social systems involved in the care and development of the young child. Emphasis on understanding the child in the context of the family, culture, and society. Develops the idea of respect for diversity and anti-bias approaches. Includes also awareness of public policy and advocacy issues in relation to young children and their families. The development of effective interpersonal skills in working with families and roles of collaborative team members are emphasized. Research of literature included. Students must also become familiar with resources within the immediate community and beyond which support families and children. Students will be expected to use the Internet to examine



public policy issues and resources relevant to young children and their families. Prerequisites: 3.0 GPA, C- or higher in PSY 101 and EDU 230 (licensure candidates). All others, PSY 206. (Fall and Spring)

**350. Curriculum and Methods for Mild/Moderate Disabilities** (3 sem. hrs.). Examination of curricular accommodations and adaptations as well as instructional strategies, methods and materials related to development in the following areas: academic, social, career/vocational and life skills. Adapting instruction for students with special needs in the regular education setting will be addressed. Appropriate field based experience is required. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EIS 265, 272. Corequisite: 361.

**361. Reading and Language Arts Methods for Mild/Moderate Disabilities** (3 sem. hrs.). Accommodation and adaptation of curriculum method and materials for instruction of reading and language arts with emphasis on the use of oral and written communication skills with practical applications to everyday living experiences. Appropriate field based experience is required. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EIS 265, 272. Corequisite: 350.

**365. Phonics/Word Identification** (3 sem. hrs.). Rationale and approaches for teaching phonics will be emphasized as will stages in decoding, phonic elements, phonemic awareness, instructional strategies, and scope and sequence of phonics instruction. Other word identification strategies to be taught include context clues, sight words, and structural and morphemic analysis. Appropriate use of software to enhance and support strategies and skills will be examined. Assessment and evaluation of word identification strategies will be targeted. Required field experience. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265. Corequisite: EDU 230.

**379. Prescriptive Assessment and Diagnosis** (2-3 sem. hrs.). Principles and procedures of assessment used in the identification of disabilities and the prescription of remedial techniques for all students. Students are expected to select and administer and interpret various formal and informal assessment instruments. Particular emphasis is placed upon the use of the assessment data in the planning of educational services for students with mild/moderate educational needs. Discussion of alternative assessment options will be integrated throughout the curricula of this course. Appropriate clinical/field experience is required. Basic inferential statistical concepts will be introduced and reviewed in the initial 5 weeks of this course. Prerequisites: Junior standing for EIS Licensure and taken prior to Senior Block for 3 sem. hrs; 3.0 GPA, C- or higher in PSY 101, EDU 220 and 300-level courses. (some multi-age excepted). Taken concurrently with Senior Block for 2 sem. hrs. by Early, Middle, AYA and Multi-Age (except HPE).

**468. Communication and Collaborative Partnerships** (2 sem. hrs.). Stresses the importance and benefits of positive interaction with students, parents, school and community personnel. Methods of encouraging and assisting families to be active participants in the educational team will be addressed. Emphasis is also placed on integrating students into various learning environments by using collaborative strategies such as team teaching, peer tutoring and use of aides and volunteers. Taken concurrently with EDU 416 and one of the following: 426, 427, 428, 429, or 430. Prerequisite: 3.0 GPA, C- or higher in PSY 101 and whichever of the following courses apply to licensure areas: EDU 344, 345 (Early); 350, 360, 373, 375, 380, 390 (Middle); 366, 376, 386, 396 (AYA); MUS 373, 374 (Music); HPE 322 or 343 (HPE); EDU 336 and academic year abroad (Spanish). (Fall and Spring)

**471. Career/Vocational Development and Life Skills** (2 sem. hrs.). Emphasis is on the planning and development of career, vocational and daily living skills needed by individuals with mild/moderate educational needs as they prepare for and make the transition from school to post-secondary education, work and community. Appropriate curriculum, methods, materials and techniques are addressed. Taken concurrently with EDU 416, 429 and EIS 468. Prerequisite: 3.0 GPA, C- or higher in PSY 101, EIS 350, 361, 379. (Spring)

**473. Issues and Practices in Special Education** (2 sem. hrs.). Various timely topics will be addressed such as legal and policy issues affecting the rights and responsibilities of parents, students and educators, trends in service delivery options and current relevant research. Prerequisite: 3.0 GPA, C- or higher in PSY 101, EIS 350, 361 and 379.

## GRADUATE PROGRAM OPPORTUNITIES

### Master of Arts in Education

The primary purpose of the MA in Education degree is to improve teachers' abilities and skills to provide optimal learning experiences for their students and to enable them to be more creative leaders among their peers. Interested teachers may pursue some courses towards a reading endorsement either as a part of the MA in Education degree or independent of it.

*Vital Connections* is the constructivist framework for the education licensure programs at Heidelberg College. It is based on the notion that students are actively involved in constructing their own philosophy of education, implementing, and revising it. This involves three phases. The first is becoming familiar with education theory as presented in the various classes. The second phase is practice in the schools, both vicarious and active. The third phase involves reflection on one's experiences as they relate to theory and revision of one's plans for subsequent experiences. The three phases are synergistic (they interact with one another) and symbiotic (they are interdependent). Thus, constructivism is at the core of the conceptual framework and the "tools" of theory, practice, and reflection are used (1) to build one's understanding of the teaching/learning process, and (2) to connect the constructivist core to the individual.

The degree program requirements are structured as follows:

**Required Courses:** 19 semester hours

EDU 500	Instructional Theory and Practice	3 hrs.
EDU 501	Curriculum Theory and Policy	3 hrs.
EDU 502	Educational Research	4 hrs.
COU 503	Human Growth and Development	3 hrs.
EDU 504	Professional Ethics	3 hrs.
EDU 590	Practicum in Education I	3 hrs.

**Electives:** 14 semester hours

COU 506	Theories of Counseling	3 hrs.
COU 507	Techniques of Counseling	3 hrs.
COU 508	Group Processes in Counseling	3 hrs.
COU 510	Assessment and Appraisal	3 hrs.
EDU 512	Foundations of Reading	3 hrs.
EDU 513	Teaching Reading in the Content Areas	3 hrs.
EDU 514	Diagnosis and Remediation of Reading Difficulties	3 hrs.
EDU 515	Reading Project	3 hrs.
COU 518	Career Planning and Vocational Guidance	3 hrs.
COU 519	Organization of a School Counseling Program	3 hrs.
EDU 520	Computers in Education I	3 hrs.
EDU 521	Computers in Education II	3 hrs.
EDU 523	Trends in Elementary Education	3 hrs.
EDU 524	Trends in Secondary Education	3 hrs.
COU 532	Professional Issues in Counseling	3 hrs.
EDU 541	Special Topics in Education	1-3 hrs.
EDU 550	Independent Study	1-3 hrs.
EDU 560	Workshop	1-3 hrs.
EDU 591	Practicum in Education II	1 hr.

For a detailed description of the programs, please request a *Graduate Studies Catalog 2004-2005* from the Office of Graduate Studies.

## ENGLISH

Professors Reyer and Wahlstrom; Associate Professor Kimmel; Assistant Professor Collar.

Courses in English enhance literary appreciation and interpretation and refine analytical and writing skills, techniques which help students become successful and productive professionals. English courses also acknowledge the value of the entire spectrum of the liberal arts: the other humanities, performing arts, sciences, social sciences and business. An English major provides students with a truly liberal arts education.

English majors find careers in nearly every profession. Alumni have careers in technical writing, publishing, journalism, public relations, public service organizations, financial institutions, law, libraries, museums, education — in short, in professions of all kinds.

English is an excellent pre-professional major too. Oftentimes later in their careers, English majors complete masters' degrees in other subjects — business, counseling, education, to name only a few.

A second major or a minor in English complements work in other fields. Employers in the scientific, industrial, and business professions want employees who can think analytically and creatively and who can communicate their ideas effectively, typical strengths of an English major or minor.

**Major:** 32-33 semester hours in the Literature or Writing Concentration.

**Concentration in Literature**

- A. All of the following: ENG 102, 221, 222, 291, 321, 322, 346, and 491
- B. At least **two** courses from the following: ENG 120, ENG 122, ENG 205, ENG 206, ENG 300, ENG 306, ENG 307, CTA 325, CTA 327.

**Allied Courses:** At least one from: HIS 107, 108, 341, 342; MUS 149; NDI 301, 302; PHI 309, 310; REL 201, 202; Foreign language course at the 200-level or higher.

### **Concentration in Writing**

- A. All of the following: ENG 102, 291, 492.
- B. At least **five** courses from the following: ENG 210, ENG 211, ENG 212, ENG 310, ENG 313, ENG 382, CTA 357, CTA 358.
- C. At least **two** courses from the following: ENG 120, ENG 122, ENG 205, ENG 206, ENG 221, ENG 222, ENG 300, ENG 306, ENG 307, ENG 321, ENG 322, ENG 346, CTA 325, CTA 327.

**Allied Courses:** At least one from: CTA 250, CTA 350, PHI 202.

**Minor in Literature:** 21 semester hours selected from the following:

- A. All of the following: ENG 102, 221, 222, 291, 321, 322.
- B. At least **one** course from the following: ENG 205, 206, 300, 306, 307, 346.

**Minor in Writing:** 21 semester hours selected from the following:

- A. All of the following: ENG 210, 211, 212, 291, 313.
- B. At least **two** courses from the following: ENG 310, ENG 382, CTA 329, CTA 350, CTA 357, CTA 358.

**101. Expository Writing** (3 sem. hrs.). Instruction and practice in writing varieties of expository prose. (Fall and Spring)

**102. Literary Genres** (3 sem. hrs.). Study of techniques of literary analysis applied to the major genres: fiction, poetry and drama; and practice in writing the critical paper. Required of all majors. Authors span the centuries and the globe – from Sophocles and Ibsen to Hansberry, Henley and Hwang; from Poe to Walker, Silko and Tan; from Shakespeare to Yeats, Rich, Momaday and Dove. Receiving Advanced Placement credit for ENG 102 does not include credit for or exemption from ENG 101. Prerequisite: ENG 101. (Fall and Spring)

**110. Individualized Writing Instruction** (1 sem. hr.). Individualized instruction in writing. Students will participate in weekly individualized writing sessions, conducted by the instructor with the aid of peer writing assistants from the Learning Center. In addition, students will complete writing projects of their own design. This course is suitable for students at all levels of writing ability. May be repeated once for credit. (Fall and Spring)

**120. The Modern and Contemporary British Novel** (3 sem. hrs.). Readings of representative fiction from Great Britain selected from such authors as Forster, Lawrence, Woolf and Winterson; and from Irish, Scottish and minority writers. (Spring only)

**122. The Modern and Contemporary American Novel** (3 sem. hrs.). Readings of representative fiction selected from such authors as Twain, Chopin, Faulkner, Hemingway, Fitzgerald, Jackson and Morrison. (Fall only)

**175, 176. Experiential Learning in News Writing** (1 sem. hr.). Students will write stories for each issue of *The Kilitiklik* published during the semester. Workshops in areas like news values, audience analysis, information gathering, writing strategies and the ethical codes of journalism will supplement one-on-one instruction at all phases of the writing process. Students may repeat the course for one additional credit by registering for ENG 176 but will receive designated writing credit only for ENG 175. Neither number may be repeated. (Fall and Spring)

**205. Literature of the Ancient World** (3 sem. hrs.). Study of biblical, classical and medieval works with focus on such genres as the comedy, the epic, and the tragedy. Open to all upper-class students and selected first-year students (English majors, honors students and students who have completed a previous English course). (Fall only)

**206. Literature of the Modern World** (3 sem. hrs.). Study of literature from ethnic, multi-cultural and global traditions. The specific subtitle of the course will be announced in the registration schedule. This course may be repeated once with a different subtitle. Topics will be announced. Topics in recent years have focused on literature from Mexico, Latin America, Canada, Africa, India, Ireland, Australia, New Zealand, and the Caribbean. (Spring only)

**210. Creative Writing** (3 sem. hrs.). The study and creation of short fiction and poetry. Prerequisite: Successful completion of or exemption from ENG 101 and sophomore standing or above. (Fall and Spring)

**211. Computer-Mediated Communication** (3 sem. hrs.). Study of and practice in communication via computer-mediated forms, including Web pages, synchronous and asynchronous communications, and presentational software. Prerequisite: English 101 and either CPS 100 or EDU 115. (Fall and Spring)

**212. Introduction to Journalism** (3 sem. hrs.). Introduction to the fundamental techniques of journalism. Prerequisite: Successful completion of 101 or exemption from ENG 101. (Fall only)

**221. English Literature to 1798** (3 sem. hrs.). Study of the literature of England in the Medieval age, the Renaissance and the Neoclassical period – from *Beowulf* to Behn and beyond. (Fall only)

**222. English Literature, 1798 to the Present** (3 sem. hrs.). Study of the literature of England in the Romantic Age, the Victorian period and the 20th century – from Wollstonecraft to Walcott and Gordimer. (Spring only)

**291. Writing, Theory and Research in Literature** (3 sem. hrs.). Introduction to the writing, theory and research practiced by academic scholars in literary studies. Includes study of academic standards, professional secondary source materials, and research resources. Required of all English majors and minors. The student must be an English major or minor who has completed 6 hours in English beyond 101. (Spring only) This course fulfills the junior written and oral requirements for both literature and writing majors.

- 300. Special Topics in Literature** (3 sem. hrs.). Selected topics in literature and literary criticism. This course may be repeated once with a different subtitle. Prerequisite: ENG 102.
- 306. African American Literature** (3 sem. hrs.). Survey of varied African-American oral and written texts, including drama, fiction, personal narrative, poetry, and musical forms. (Spring of odd-even years)
- 307. Literature by Women** (3 sem. hrs.). Study of literature written by women from North America and around the globe. (Fall of odd-even years)
- 310. Special Topics in Writing and Language** (3 sem. hrs.). Selected topics in writing and language study. This course may be repeated once with a different subtitle. Prerequisite: English 101.
- 313. Technical Writing** (3 sem. hrs.). Study of and practice in writing for business and industry. Topics include memos, letters, proposals, progress reports, recommendation reports, professional articles and popular articles. Prerequisites: Completion of or exemption from ENG 101 and junior standing or above. (Fall and Spring)
- 321. American Literature to 1860** (3 sem. hrs.). Examination of the literature of the colonial and romantic periods, including such writers as Rowlandson, Emerson, Thoreau, Poe, Hawthorne, Dickinson, Jacobs and Douglass. Prerequisite: ENG 102. (Fall only)
- 322. American Literature, 1860 to the Present** (3 sem. hrs.). Study of writers beginning with the Realistic and Naturalistic periods and including such writers as Twain, Jewett, Toomer, Faulkner, Frost, Plath, Marshall, Erdrich and Silko. Prerequisite: ENG 102. (Spring only)
- 346. Shakespeare** (3 sem. hrs.). Study of several Shakespearean plays. Prerequisite: Sophomore standing or above. (Fall of even-odd years)
- 370. Internship** (1 to 15 sem. hrs.). Prerequisite: Departmental permission required.
- 371, 372. Independent Study** (1-3 sem. hrs.). Before registration, the student must have the consent of an English professor/supervisor and junior standing or above.
- 382. Introduction to Linguistics** (3 sem. hrs.). Study of the historical and modern developments in language theories and issues, with emphasis upon grammar, usage and units of sound and meaning. Prerequisites: Completion of or exemption from ENG 101 and sophomore standing or above. (Spring only)
- 471, 472. Independent Study** (1-3 sem. hrs.). Before registration, the student must have the consent of an English professor/supervisor and senior standing.
- 475, 476. Honors Course** (3 sem. hrs.). See Departmental Honors, described elsewhere in this catalog. The student must be an English major who has completed 21 hours in English beyond 101.
- 491. Senior Seminar in Literature** (3 sem. hrs.). The Capstone Course for Literature majors. Study of literary theory. Required of all literature-concentration majors. The student must be an English major who has completed 18 hours in English beyond 101 and including 291. (Fall only)
- 492. Senior Seminar in Writing** (3 sem. hrs.). The Capstone Course for Writing majors. Theory and practice of writing; creation of writing portfolio. Required of all writing-concentration majors. The student must be an English major who has completed 18 hours in English beyond 101 and including 291. (Fall only)

## ENGLISH LANGUAGE INSTITUTE

The Heidelberg English Language Institute (HELI) offers intensive English language training combined with cultural orientation for students whose native language is not English, but who wish to attend an American college or university. Upon completion of the program, students are eligible for full-time academic studies. The courses are sequenced according to skill levels of English, ranging from low-intermediate to advanced. A maximum of twelve (12) credits earned for the 100-level courses are applicable toward a degree at Heidelberg College.

In an effort to enhance the international students' opportunities to improve their communications skills, their understanding of the culture and their ability to intermingle with their American peers, HELI, in conjunction with the Learning Center, offers a Conversation Partner Program in which the students come together in a non-threatening environment for loosely structured conversation and dialogue with Americans. Non-native English speakers participate in small group conversation with American partners. Conversation topics focus on the cultural aspects of American life and society. Groups meet for one hour twice a week.

### English Language Speaking and Listening

**011. Level I: Low-Intermediate Level Speaking and Listening** (3 sem. hrs.). Instruction in communicative competence needed for everyday living and academic life: conversation, role-playing, oral presentation and listening skills. The laboratory is a pronunciation workshop which concentrates on hearing and producing American English sounds and on learning and practicing syntactic patterns of speech. Five 1-hour class sessions per week.

**012. Level II: Intermediate Level Speaking and Listening** (3 sem. hrs.). Instruction in communicative competence needed for academic life and academic coursework: conversation, discussion, role-playing, oral presentation and listening skills. The laboratory is a pronunciation workshop which concentrates on hearing and producing American English sounds and on learning and practicing syntactic patterns of speech. Five 1-hour class sessions per week.

**132. Level III: Academic Skills: Advanced Listening and Speaking** (3 sem. hrs.). Instruction in listening and speaking skills needed for academic coursework, such as note taking from lectures, oral presentation and discussion and asking questions. Strategies for improving such skills are developed through a content-based approach, using guest speakers, current events and other material appropriate to academic study. The laboratory is a pronunciation workshop which concentrates on hearing and producing American English sounds and on learning and practicing syntactic patterns of speech. Students who have already successfully completed one semester of the pronunciation workshop may receive a dispensation from the laboratory with the permission of both the HELI Director and the student's laboratory Instructor. Five 1-hour class sessions per week.

### **English Language Reading**

**031. Level I: Low-Intermediate Level Reading** (3 sem. hrs.). Instruction and practice of reading strategies: pre-viewing, questioning, reciting, and vocabulary development. Development of text comprehension include skills such as guessing vocabulary meaning, determining fact from opinion and understanding inferred meaning. Five 1-hour class sessions per week.

**032. Level II: Intermediate Level Reading** (3 sem. hrs.). Instruction and practice of reading strategies: pre-viewing, questioning, reciting and vocabulary development. Development of text comprehension include skills such as guessing vocabulary meaning, prediction, determining fact from opinion, inference, summary. Five 1-hour class sessions per week.

**131. Level III: Academic Skills: Study Skills** Advanced Level (3 sem. hrs.). Instruction in learning strategies and study skills used in academic classes such as time management, reading strategies, textbook annotation, outlining, note taking, etc. Three 1-hour class sessions per week.

### **English Language Writing**

**041. Level I: Low-Intermediate Level Writing** (3 sem. hrs.). Instruction and practice in basic writing processes: pre-writing, outlining, drafting and editing. Course focuses on paragraph structure and small essays, and includes journal writing, grammar reinforcement, and vocabulary development. The writing laboratory is designed to give the student the opportunity to practice writing and complete the class assignments. Laboratory work includes one weekly training session in computer keyboard and word processing. Five 1-hour class sessions per week.

**042. Level II: Intermediate Level Writing** (3 sem. hrs.). Practice in basic writing processes: pre-writing, outlining, drafting, editing, and instruction and practice of various types of development, such as narrative, comparison-contrast and classification. Course focus is on essay writing, and includes journal writing, grammar reinforcement and vocabulary development. The writing laboratory is designed to give the student the opportunity to practice writing and complete the class assignments, and includes one weekly session in computer word processing. Five 1-hour class sessions per week.

**141. Level III: Academic Skills: High-Intermediate Level Writing** (3 sem. hrs.). Instruction in writing for academic purposes. Includes prewriting, drafting, revising, vocabulary development and grammar reinforcement. The course focuses on the essay, short paper and accompanying research. The writing laboratory is designed to give the student the opportunity to practice writing and complete the class assignments. Computer word processing is included in the laboratory sessions. Prerequisite: ELI 041 and ELI 042, or permission of the HELI Director in conjunction with the HELI Placement Committee. Five 1-hour class sessions per week.

**142. Level IV: Academic Skills: Advanced Level Writing** (3 sem. hrs.). Instruction in writing skills and processes needed for academic classwork. Includes prewriting, drafting and revising of the essay, vocabulary development and grammar reinforcement. The course focuses on essay and paper writing, and includes a research paper as part of the final requirement. The writing laboratory is designed to give the student the opportunity to practice writing and complete the class assignments. Computer word processing is included in the laboratory sessions. Prerequisite: ELI 141, or permission of the HELI Director in conjunction with the HELI Placement Committee. Five 1-hour class sessions per week.

### **TOEFL Preparation**

**051. TOEFL Preparation Level I** (3 sem. hrs.). Instruction in test-taking strategies for all sections of the TOEFL, with an emphasis on the listening comprehension and sentence structure portions of the test. Two 1-1/2 hour class sessions per week.

**052. TOEFL Preparation Level II** (3 sem. hrs.). Instruction in test-taking strategies for all sections of the TOEFL, with an emphasis on reading comprehension and vocabulary development. Two 1-1/2 hour class sessions per week.

### **Special Topics for ESL**

**070. Special Topics for ESL** (3 sem. hrs.). The topics concern areas not commonly stressed in other department courses. The course will be offered in response to student demand and within the confines of faculty time. Five 1-hour class sessions per week.

# GEOLOGY - EARTH SCIENCE

Assistant Professor Berger

A minor in geology provides students with a broad introduction to geology, including several comprehensive field experiences. Students will also acquire a proficiency in at least two subfields. Geology track Water Resources majors may not also receive a geology minor.

**Geology Minor:** 18-19 semester hours in Geology including 101, 201, 305 (2 hours), 306 (2 hours) and any two of the following (seven or more hours): 211, 320, 352, 355.

**101. Physical Geology** (3 or 4 sem. hrs.). Introduction of geological concepts including Earth materials and the processes that affect them. Survey of minerals, rocks, structures, plate tectonics, general history, and economic resources. Students taking the course for 3 hours credit must attend 3 lectures each week; those taking the course as a laboratory course must, in addition to the lectures, attend one 2-hour laboratory each week.

**103. Introduction to Earth Science** (4 sem. hrs.). Comprehensive one-semester course for the liberal arts student desiring a reasonable knowledge of the principles of earth science. No previous background in science is assumed. Major topics include physical and historical geology, astronomy, meteorology and oceanography. Three lectures and one 2-hour laboratory period each week. (Spring only)

**104. Geology of National Parks** (3 or 4 sem. hrs.). Study of geological materials and processes responsible for the formation and evolution of landscapes found in the nation's parks and monuments. Survey of parks from each U.S. physiographic province. Students taking the course for 3 hours credit must attend 3 lectures each week; those taking the course as a laboratory course must, in addition to the lectures, attend one 2-hour laboratory each week. (Fall only)

**113. Natural Resources** (3 sem. hrs.). A one-semester course for the liberal arts student desiring an introduction to world resources. No previous science background is assumed. Topics will include renewable and non-renewable energy sources, water, non-fuel minerals, economic and political issues and environmental issues.

**116. Weather and You** (3 sem. hrs.). A study of local and worldwide weather. Topics include atmospheric measurements, weather observation, weather prediction, global energy budgets, climate patterns, climate change, and the rights and responsibilities of a citizen of planet earth concerning the atmosphere (e.g. the greenhouse effect and ozone layer depletion).

**201. Environmental Geology** (3 sem. hrs.). Study of the relationships between humans, environment and geology. Ecosystems, geologic hazards, pollution, energy sources and the human interactions with the environment are stressed. Previous course in geology is recommended.

**211. Soils and Surficial Processes** (4 sem. hrs.). Surficial earth processes including weathering, erosion and soil formation are examined to develop an understanding of landscape evolution within the context of climate. The material studied throughout the course is particularly relevant to individuals who enjoy or envision working in the out-of-doors, especially Water Resource and Environmental Biology majors. The course will be lecture-based with a field component. Student performance will be evaluated by weekly assignments, a research paper, and examinations. A three-day weekend field trip to traverse the many landscapes of Ohio will be required. Course fee required for transportation. Prerequisite: GEO 101 or 103. (Fall of odd-even years)

**305, 306. Regional Field Geology** (1-2 sem. hrs.). Geology is studied by living and working in the natural environment. Students will complete exercises, record observations, and make presentations in the field. Travel and field studies will emphasize physiographic regions dissimilar to Ohio. Participation during a field excursion earns one hour, while design and completion of advanced studies can be pursued for an additional credit. Prerequisites: one Geology course and permission of the instructor. Fee required for participation.

**320, 321. Problems in Geology** (1-3 sem. hrs.). For students with special interests in independent study beyond the scope of existing courses or who wish to make use of Heidelberg's special resources, including library, museum, and surrounding geological terrain. Potential topics for study include earth history, mineralogy, petrology, and paleontology. Prerequisites: one GEO course and permission of the instructor.

**352. Hydrology** (4 sem. hrs.). This course will review the fundamental characteristics of precipitation, surface water movement and groundwater movement. Laboratories will include introduction to hydrological measurement techniques and statistical characterization of hydrologic phenomena. This is a designated writing course. Three recitation periods and one 3-hour laboratory per week. This course is also listed in the Water Resources course offerings as WTR 352. Credit toward graduation will not be awarded for both courses. Prerequisite: GEO 101, MTH 222, PHY 101 or 111 (PHY may be taken concurrently). (Spring of odd-even years)

**355. Sedimentology and Geochemistry** (4 sem. hrs.). Introduces students to the dynamics of sedimentation and the geology of sedimentary basins in the context of water-rock interaction. Through lectures, laboratory, and computer learning, students will study the processes of weathering, deposition, diagenesis and their associated transport processes. Three recitation periods and one 3 hour laboratory per week. Prerequisite: GEO 101, CHM 101 and 102. (Fall of even-odd years)

**GERMAN (See Languages)**

**GOVERNMENT (See Political Science and Anthropology)**

# GREEK (See Languages)

## HEALTH & PHYSICAL EDUCATION

Assistant Professors McConnell, McDonald, and Vosburgh; Instructors Cochran, Kimple, J. Miller, Palm, Ramler, and Sheldon.

The major purposes of the Health, Physical Education and Athletic Training Department are:

1. To offer programs of study that provide the foundation for career opportunities in areas related to health, physical education, recreation and leisure and sports medicine.
2. To provide a program of lifetime sport classes that introduce skills and knowledge that enhance an active lifestyle beyond the college years.
3. To offer classes that provide valuable knowledge in the areas of fitness and wellness.
4. To provide quality programs for participation in intramural and intercollegiate athletics.

In addition to the above, the department also provides a number of courses which serve many college students outside the health and physical education major. These courses include: HPE 116 - Health and Wellness; HPE 240 - Community Health; HPE 115 - Alcohol, Drugs and Tobacco; and HPE 306 - Nutrition.

### I. Health, Physical Education and Recreation Major (Non-teacher certification)

30 semester hours

**Major: A-Sciences**, (6 sem. hrs.), BIO 315, ATR 477, 487; **B-Evaluation**, (3 sem. hrs.), HPE 313; **C-Administration**, (3 sem. hrs.), HPE 302, 312, 340; **D-Health**, (6 sem. hrs.), HPE 116, 240, 306; **E-Methods**, (5 sem. hrs.), HPE 115, 120, 201, 216, 227, 250, 317, 318, 322, 325, 343; **F-Recreation**, (2 sem. hrs.), HPE 121, 224, 228; **G-Coaching**, (2 sem. hrs.), HPE 203, 401, 402, 454; **H-First Aid/CPR** or chair approved equivalent, (2 sem. hrs.), HPE 208. **I-Capstone**, 490 required if no other Capstone is taken during the completion of a second major or education licensure.

For the student who is not interested in pursuing a career in teaching, the H.P.E.R. major will prepare an individual for numerous career opportunities. Careers related to the H.P.E.R. major include coaching, allied health professions such as athletic training or physical therapy, sports club management, recreation director and adult fitness coordinator.

Courses used to complete this major do not complete in entirety the requirements for teacher licensure in physical education or health education.

### II. Sport Management Major

This major is designed to prepare students for entry level positions or graduate school in the growing field of sport management. The field of sport management encompasses vast avenues of career directions in the industry of sport. Careers as directors, facility managers, promoters, information directors, fitness directors, marketers, and administrators have been developing in the area of sport management. Demand for trained individuals can lead to employment with professional sports organizations, colleges, universities, private clubs, city recreation departments, retail sales, government programs and YMCA.

**Required Core Courses:** HPE 201, 203 or 401 or 402, 230, 302 and 490; ACC 153; ECO 251.

#### **Fitness Concentration Additional Hours:**

**Required:** ATR 171, 213, 477, 487; BIO 315; HPE 306

**Recommended:** HPE 120, 116, 370, 454; BAE 318.

#### **Public Relations Concentration Additional Hours:**

**Required:** CTA 104, 355, 357, 358; ENG 212, 313.

**Recommended:** BAE 318; CTA 329; MTH 210; PBR 350 or 370; 458.

#### **Business Concentration Additional Hours:**

**Required:** ACC 253, 254; BAE 308, 359, 407; ECO 252.

**Recommended:** BAE 318, 370.

(Students must note prerequisites for all upper level Business courses.)

### III. Health and Physical Education (Teacher Licensure Program)

New requirements for teacher licensure by the State of Ohio became effective in the fall of 1998. Heidelberg College offers the multi-age licensure (5-21 yrs.) in both Health Education and Physical Education. Students graduating with multi-age licensure will be eligible to pursue teaching positions in all age groups of licensure. Students are advised to consult with the Education Department to obtain specific course requirements for multi-age licensure.

### IV. Certification Program in Interscholastic Coaching (20 sem. hrs.)

Heidelberg College offers the Voluntary Interscholastic Coaching Certificate for Ohio Schools. This certificate is not a requirement for coaching, but is important for showing that the minimum standards as established by the State of Ohio have been met by those interested in coaching. Coaching certification is available to non-majors as well as to H.P.E.R. majors.

**Requirements:** **A** (5 sem. hrs.), ATR 177; HPE 208; **B** (6 sem. hrs.), HPE 203, 228, 401, 402 or ATR 487; **C** (5 sem. hrs.), HPE 216, 224, 318 or 322; **D** (4 sem. hrs.), BIO 315, HPE 306, 454, ATR 477 or PSY 206 (prerequisite of PSY 101).

### Health and Physical Education Courses (HPE)

Activity Classes: Designed to educate students on the history, trends, rules and strategies of each sport/activity. Focus will be on the basic physical fundamentals of the sport/activity.

**100a Lifetime Activity: Bowling** (.5 credit hour)

**100b Lifetime Activity: Golf** (.5 credit hour)

**100c Lifetime Activity: Racquetball** (.5 credit hour)

**100d Lifetime Activity: Archery** (.5 credit hour)

**100e Lifetime Activity: Badminton** (.5 credit hour)

**100f Lifetime Activity: Tennis** (.5 credit hour)

**100g Lifetime Activity: Jogging** (.5 credit hour)

**100h Lifetime Activity: Weight Training** (.5 credit hour)

**100i Lifetime Activity: Aerobics** (1 credit hour)

**100j Lifetime Activity: Scuba Diving** (1 credit hour)

**103. Strategies for Fitness and a Healthy Lifestyle** (2 credit hours). This course is designed to educate students on the development of strategies for adopting a healthy lifestyle. Topics include physical fitness components, exercise, nutrition, and stress management. Self-assessment of various components of fitness and health practices is a focus. Note: A minimum of 2 and a maximum of 3 hours of 100 and/or 103 credit will be applied towards hours needed for graduation.

**115. Alcohol, Drugs and Tobacco** (2 sem. hrs.). This course examines the physiological and psychological effects of substance use and abuse. Students also examine historical, personal, and cultural basis for alcohol, tobacco and drug use. Course also includes technological retrieval of health information resources. (Fall and Spring)

**116. Health and Wellness** (3 sem. hrs.). The study of personal health and wellness issues. The course will present the holistic approach to wellness. Topics include mental health, physical fitness, infectious diseases, human sexuality, environmental influences, nutrition, dying and death, cancer and heart disease. In addition, students will develop skills in information retrieval using a variety of technological resources. (Fall and Spring)

**120. Teaching of Swimming** (2 sem. hrs.). Meets at Tiffin YMCA. Includes instruction on teaching fundamental swimming skills and strokes to swimmers of all ages. Permission of Instructor (Spring only)

**121. Recreational Activities** (2 sem. hrs.). Practice and methods of teaching skills in recreational and lifetime activities. Study of the rules, history and place in physical education, intramural and recreational programs. (Fall only)

**201. Principles of Physical Education** (2 sem. hrs.). Study of the aims and objectives of a physical education program and its role in the curriculum. An investigation of the philosophy, structure and practical implementation of the total physical education program. (Fall only)

**203. Coaching Techniques** (2 sem. hrs.). Detailed study of the philosophy and psychology of coaching competitive athletics with particular attention to motivation, problems in dealing with athletics, problems facing athletes and research findings in specific sports. (Fall only)

**208. First Aid/CPR** (2 sem. hrs.). Instruction in emergency treatment and basic life support as a first responder. First aid topics include control of bleeding, injuries due to extremes in temperature, accidental poisonings, treatment of open and closed wounds, etc. CPR includes mouth to mouth resuscitation, cardio-pulmonary resuscitation and clearing an obstructed airway. Restricted to students majoring in HPE or ATR. (Fall and Spring)



- 216. Physical Education Field Experience** (3 sem. hrs.). An arranged, practical experience which provides direct participation in planning, managing and evaluating physical education opportunities. Students seeking Multi-age Physical Education Licensure will be placed in the school setting. Prerequisite: Permission of Department Head. (Fall and Spring)
- 224. Administration and Organization of Intramurals and Recreational Activities** (2 sem. hrs.). Instruction on the practical application of organizing and administering intramural and recreational programs for schools and communities. Legal liability of the program administrator will be examined. (Fall)
- 227. Teaching Folk and Social Dancing** (2 sem. hrs.). Offers experience in folk, square and social dancing. Includes methods and materials of teaching a variety of dances to groups differing in age and skill. (Fall of odd-even years)
- 228. Officiating Team Sports** (2 sem. hrs.). The student may take only 1 section offered for credit. **Section A** - Study of the techniques and rules used in officiating soccer, football and wrestling. (Spring of odd-even years.) **Section B** - Study of the techniques and rules used in officiating basketball, volleyball, baseball and softball. (Spring of even-odd years)
- 230. Introduction to Sport Management** (3 sem. hrs.). An introduction into the scope and fundamentals of sport management. Topics, specific to the sport industry, will include career opportunities, human resource management, policy, facility management, marketing and finance. (Spring only)
- 240. Community Health** (3 sem. hrs.). Designed to provide students with direction and answers in the field of community health. Course will focus on health issues in the community such as drug abuse, nutrition, environmental health, violence prevention and disease. The course also addresses appropriate responses to problems related to these issues. In addition, needs assessment, program planning, implementation and evaluation will be addressed. (Spring only)
- 250. Health, Nutrition, Safety: Early Childhood** (2 sem. hrs.). Integration of topics related to health, nutrition and safety via developmentally appropriate learning experiences within the early childhood curriculum is the focus. Safety at school and in the home and community is developed in all areas of instruction along with nutritional needs and first aid. Appraisal and reporting procedures of health conditions and in relation to child abuse and neglect will also be addressed. This course is required of all students in the Early Childhood Licensure program. Prerequisite: EDU 110 and 115. (Fall and Spring)
- 302. Administration and Organization of Physical Education** (2 sem. hrs.). Study of organizing and implementing a physical education program in elementary and secondary schools and colleges. Management, coordination and scheduling of physical activities as well as legal liability will be examined. Prerequisite: Junior or Senior Standing. (Spring only)# This course or HPE 312 fulfills the junior level discipline specific communication requirement.
- 306. Nutrition** (3 sem. hrs.). Principles of basic nutrition and nutritive needs in successive stages of life with special application for HPE majors, future coaches and athletes. (Spring only)
- 312. Principles and Administration of School Health Programs** (3 sem. hrs.). Study of the principles and administration of school health programs. Elements addressed are health services, health education, healthy environment, physical education, food services, counseling, health promotion programs, and integration of school and community activities. Also addressed are issues of sociological, environmental, cultural and socio-economic influences on health program planning and evaluation. Prerequisite: Junior or Senior Standing. (Spring only)# This course or HPE 302 fulfills the junior level discipline specific communication requirement.
- 313. Measurement and Evaluation in Health and Physical Education** (3 sem. hrs.). A functional approach to tests and measurements in health and physical education designed to promote teacher understanding, utilization and interpretation of test results. In area of Health, emphasis will be on appropriate data gathering instruments including survey techniques. The focus in Physical Education will be on evaluating learners using criterion-referenced and norm-referenced gross motor skills. (Fall only)
- 317. Early Movement Experiences** (2 sem. hrs.). This course concentrates on developmentally appropriate practices in movement education for early learners, ages 3-5. Included in the topics is the assessment of gross motor skills of this population. (Fall only)
- 318. Methods of Teaching Elementary Physical Education** (3 sem. hrs.). A study of aims and objectives of health and physical education at the pre-school, early and middle childhood levels. Focuses on principles, teaching methods, materials, curriculum design and motor patterns. Addresses the critical assessment of gross motor skills of early learners. (Spring only)
- 322. Methods of Teaching Secondary Physical Education** (3 sem. hrs.). Emphasis on actual organization and preparation of a curriculum in physical education for secondary schools. Course is designed to increase the insight of the physical education major into principles, techniques, procedures, methods, and strategies to help them conduct an instructional activity program. (Spring only)
- 325. Theory and Practice of Teaching Gymnastics** (2 sem. hrs.). Emphasis on the practice and teaching of skill progression in tumbling and gymnastic apparatus. Spotting techniques and safety requirements will be examined. (Fall only)
- 340. Departmental Methods in Health** (1 sem. hr.). Field experience class. Students will explore local health agencies and school curriculums. Designed to study and evaluate local services and curriculums. Study and evaluation of curriculum will involve Multi-age settings. (Fall only)
- 343. Methods of Teaching Health** (3 sem. hrs.). Course will focus on innovative teaching-learning experiences for health educators. Content includes theory, curriculum, materials, technology resources, instructional methods and assessment/evaluation techniques in multi-age settings. Content will focus on six CDC risk behaviors. Field experience hours required. *Field experience hours are required in all settings of the Multi-age groups.* (Fall only)

**370. Internship** (2-15 sem. hrs.). Practical experience in setting outside the college. Requires departmental approval of the organization in which the internship will be done and departmental approval of the specific experience gained. Prerequisite: Junior standing. (Fall and Spring)

**401. Coaching of Fall Sports.** Each section may be taken for 2 semester hours; however, a student may not exceed a total of 4 semester hours in taking 401. **Section A** - Coaching of Football (2 sem. hrs.); **Section B** - Coaching of Soccer (2 sem. hrs.); **Section C** - Coaching of Volleyball (2 sem. hrs.); **Section D** - Coaching of Basketball (2 sem. hrs.). The study and practice in the strategy and mechanics of coaching specific sports. Coaching techniques, philosophies and organization of practices will be examined. (B and C offered Fall of odd-even years), (A and D offered Fall of even-odd years)

**402. Coaching of Spring Sports.** Each section may be taken for 2 semester hours; however, a student may not exceed a total of 4 semester hours in taking 402. **Section A** - Coaching of Wrestling (2 sem. hrs.); **Section B** - Coaching of Baseball/Softball (2 sem. hrs.); **Section C** - Coaching of Track and Field/Cross Country (2 sem. hrs.); **Section D** - Coaching of Golf/Tennis (2 sem. hrs.). The study and practice in the strategy and mechanics of coaching specific sports. Coaching techniques, philosophies and organization of practices will be examined. (A and D offered Spring of even-odd years), (B and C offered Spring of odd-even years)

**454. Adaptive Physical Education** (2 sem. hrs.). Study of the specific problems encountered in teaching physical education to children with physical impairments. Appropriate field-based experience is required. Prerequisites: Junior standing, HPE 201. (Fall only)#

#Satisfies Designated Writing Requirement

**490. Health and Physical Education Capstone Course** (1 sem. hr.). A capstone course designed to review and synthesize knowledge and experience from previous coursework in the major. Assessment of the students' knowledge of history, issues, problems, and trends will be a focus. A major research project is required. Prerequisite: Senior HPE majors. (Spring only)

## Activity Courses

All students enrolled prior to fall 2001 must complete four units of physical education activities. Although these units do not count toward the major in Health and Physical Education, they are designed to promote and maintain the student's health. Each unit is composed of one or more activities or sports for the semester and may not be repeated for credit. The activities are:

11 - SCUBA Diving, 34 - Aerobic Dance, 37 - Softball I, 38 - Softball II, 41 - Volleyball I, 42 - Volleyball II, 43 - Intramurals, 45 - Jogging/Beginning Weight Training, 47 - Cycling.

50 - Tennis and Badminton, 51 - Gymnastics, 52 - Bowling and Golf, 54 - Social and Square Dancing, 55 - Flag Football and Basketball, 58 - Beginning Swimming.

60 - Conditioning/Advanced Weight Training, 66 - Archery/Racquetball, 67 - Physical Fitness, 68 - Volleyball and Softball, 69 - Soccer/Floor Hockey.

70 - Cross Country I, 71 - Cross Country II, 75 - Football I, 76 - Football II, 77 - Soccer I, 78 - Soccer II, 79 - Basketball I.

80 - Basketball II, 81 - Wrestling I, 82 - Wrestling II, 83 - Track I, 84 - Track II, 85 - Golf I, 86 - Golf II, 87 - Baseball I, 88 - Baseball II, 89 - Tennis I.

90 - Tennis II, 91 - Cheerleading I, 92 - Cheerleading II, 96 - Lifesaving, 98 - Lifetime Sports and 99 - Karate.

## HISTORY

Professors Fors and Hogan; Associate Professor M. J. Murray; Assistant Professor Haley.

History is a record of human achievements, downfalls, joys, customs and ways of thinking that, in total, have affected the lives of others. Students taking history courses can learn much from the experiences of the past and present, which enable them to have a greater understanding of how events and people influence the lives of human beings within nations or the world.

**Major:** 30 semester hours.

**Required Courses:** HIS 030, 105, 106, 121 and HIS 405, and one course from each of the categories:

**A. European:** HIS 305, 311, 321, 322, 341, 342, 346, 358.

**B. Non-Western:** HIS 330, 332, 333.

**C. American:** HIS 270, 374, 375, 384, 385, 386.

**D. Latin American:** HIS 251, 252, 361.

**Allied Courses:** Ten semester hours selected from courses offered in the Departments of English, Political Science, Anthropology, Languages or Philosophy. At least half of these credits must be at the 200 level or above. At least one-half of the work taken for the major must be in courses on the 300 or 400 levels.

**Minor:** 18 semester hours.

**Required Courses:** HIS 105 or 106; HIS 107 or 108; HIS 113 or 114. Plus 9 hours of 300 and 400 level HIS courses.

**030. Junior Written/Oral Communication** (0 sem. hrs.). Required of junior history majors. Taken concurrently with any 300-level HIS course. Open to juniors and seniors only. Fulfills Junior Level Discipline Specific Communication requirement.

**105, 106. World Civilization** (3 sem. hrs.). Semester I covers the period from ancient times to 1648; Semester II covers from 1648 to the present. Special emphasis will be given to issues of contemporary interest. (Every year)

**107. History of the United States to 1865** (3 sem. hrs.). Survey of the history of the United States from the Colonial foundations to the end of the Civil War Era. (Fall only)

**108. History of the United States, 1865 to the present** (3 sem. hrs.). Survey of the history of the United States from the Civil War to the present. (Spring only)

**113. Asian Civilizations I** (3 sem. hrs.). This course deals with the cultural and historical development of India, Southeast Asia, China and Japan emphasizing geography, religion, literature, social organization, ethnic diversity, the arts and the rise and fall of kingdoms and empires from pre-history to the 19th century.

**114. Asian Civilizations II** (3 sem. hrs.). Beginning with the 19th century, this course will look at the culture and history of India, Southeast Asia, China and Japan emphasizing the religions, literature, ethnic diversity and the impact of the West as each region developed independent nation states and became connected to the global economy.

**118. Model Arab League** (3 sem. hrs.). Students study the programs and functions of the League of Arab States, a decision making body of 23 Arab nations. During the Spring semester, students will represent one Arab nation at a conference in Washington, DC dealing with issues of conflict resolution. There is a laboratory fee for this course. Prerequisite: Permission of instructor. (Spring only)

**120. The Ohio Heritage** (2 sem. hrs.). Survey of the physical, economic, and political geography of the Old Northwest and the social and cultural achievements of its peoples from European contact to the founding of Ohio. Optional field trips to Ohio museums and historical or archeological sites.

**121. Human Geography** (3 sem. hrs.). A study of the cultural and political geography of the regions of the world.

**175. Development of American Society** (3 sem. hrs.). This course is designed to be a one semester "100-level" survey of American experience, much of the comprehensive "content" of the traditional survey is absent. Synchronic glimpses of six or seven distinct American cultures provide the opportunity to examine selected American cultures in depth and to evaluate conflicts surrounding religion, class structure, gender, ethnicity and race. The goal of this course is to teach a thematic "big picture" of the American past.

**200. Native American History** (3 sem. hrs.). This course will study the history of the Native American peoples in the United States, with principal emphasis on the years 1763-1890 and principal focus on The Native North American Peoples of the Woodlands, Plains and Desert. Topics include the tribes; their interaction with Europeans and white Americans; the Indian wars; peace arrangements; confederations; dislocation and resistance; economic and political motivations in U.S. westward expansion; and regional, economic, political and cultural aspects of Native American life. Prerequisite: HIS 107.

**220. The American Presidency** (3 sem. hrs.). Examination of the historical development of the presidency to its present position and responsibility, considering the President as a symbol of national unity, political leader, administrative chief, legislative moderator and director of foreign affairs; the presidency as an institution; problems of contemporary presidential leadership and the impact of social change and national security responsibilities on the office. Prerequisite: HIS 107 or 108.

**241. Foreign Relations of the Great Powers, 1808-1904** (3 sem. hrs.). Peacemaking and peacekeeping after Napoleon, the Eastern Question, Crimean War, Italian and German unification, the Bismarckian alliance "system," diplomacy of imperialism and Russo-Japanese War. Analysis of domestic context of foreign policy, the relationship between diplomacy and war, and problems of global linkage.

**245. Twentieth Century U.S. International Relations** (3 sem. hrs.). The role of the United States and its interaction with the world. Topics include U.S. policies in Europe, Asia, the Middle East, and Latin America; imperialism; WWI; WWII; Cold War and détente; Vietnam; nuclear arms; and efforts to establish security and world peace. Prerequisite: HIS 106 or 108.

**251. Latin American Civilization** (3 sem. hrs.). A survey of pre-Columbian and Latin American social, political and cultural history, with stress on the values and institutions which have created modern society in the Latin American world.

**252. Latin American Nations** (3 sem. hrs.). A study of selected major nations of topical interest and of political, economic, cultural and social change in the 19th and 20th centuries.

**270. History of American Education** (3 sem. hrs.). This course is designed to teach the social, cultural, economic and political origins of the modern American educational system. Selected monographs and primary source writings will be combined to provide students with an understanding of the philosophy and intended purposes of public schools and a background of the teaching profession.

**290. Issues in History** (3 sem. hrs.). The study of selected issues in history.

**305. Peoples, States and Nations** (3 sem. hrs.). What constitutes a people? Criteria for statehood; nation-states and multi-national states in the 19th century; self-determination in the European and post-colonial context; status of national minorities and population transfers and refugees.

- 311. Classical World** (3 sem. hrs.). A study of the Hellenic, Hellenistic and Roman civilizations. (Alternate years)
- 312. Modern Canada** (3 sem. hrs.). A study of contemporary Canada with emphasis upon economics, geography, politics and culture. Frequent comparisons with American experience.
- 321. Medieval History** (3 sem. hrs.). Study of European medieval civilization from the fall of the Roman Empire to the 15th century, with special emphasis on the church and other fundamental institutions of medieval life. (Alternate years)
- 322. Renaissance and Reformation** (3 sem. hrs.). Study of the cultural, economic, political, social and particularly the religious changes in Western civilization in the 15th and 16th centuries. (Alternate years)
- 329. Popular Culture in America** (3 sem. hrs.). A study of the products of popular work and thought as they shape and reflect values, attitudes and beliefs in American society. Everyday events and artifacts, including icons, heroes, rituals and the popular arts will be observed and analyzed.
- 330. History of Modern Japan** (3 sem. hrs.). Beginning with the Meiji Restoration of 1868, this course will look at the transition of Japan from a feudal culture and economy to the creation of a modern nation state, the rise of militarism in the mid-20th century to the economic swings at the end of the century. Issues such as the Americanization of Japanese culture will be discussed including developments in literature, film and the place of Buddhism and Shintoism in the 21st century. Open to juniors and seniors only.
- 332. History of the Modern Middle East** (3 sem. hrs.). A study of the development of nationalism in the Middle East in the 19th and 20th centuries which includes a focus on Islam (visit to Islamic Center in Perrysburg) and regional literary styles. The issues of ethnicity have led to armed conflict in the latter part of the 20th century and the region's pressing environmental issues. Open to juniors and seniors only.
- 333. History of Modern China** (3 sem. hrs.). This course will begin with the last years of the Qing dynasty, Western intervention in the mid-19th century, events leading to the formation of the People's Republic of China in 1949 to the gradual integration of the PRC in the global economy in the 1990's. Emphasis will be given to the arts, religion and literature of the Qing dynasty along with issues of ethnic diversity, environmentalism and post-Mao economic development. Open to juniors and seniors only.
- 341. History of England** (3 sem. hrs.). Study of English history from Anglo-Saxon times to the Tudors with special emphasis on the constitutional and institutional development of the English people. (Alternate years)
- 342. History of England** (3 sem. hrs.). A continuation of English history from the Tudors to the present. (Alternate years)
- 346. Twentieth Century Russia** (3 sem. hrs.). An examination of Russian development in the 20th century from a peasant semi-literate Tsarist autocracy to a Communist world power.
- 358. Twentieth Century Germany** (3 sem. hrs.). Study of German history in the 20th century, including the last years of the German Empire, World War I, the Weimar Republic, the Third Reich, World War II and postwar Germany.
- 361. Maya World** (3 sem. hrs.). A study of the history of the Maya people of MesoAmerica from the formative through the contemporary period.
- 370. Internships** (1 to 15 sem. hrs.). Special permission of the department is required. Examples of internships: college teaching, pre-law, local government service.
- 374. Origins of the American Republic (1700-1815)** (3 sem. hrs.). A study of the American Revolution, the establishment of the Republic and the Federal Period through the War of 1812.
- 375. Civil War and Reconstruction** (3 sem. hrs.). Study and analysis of the various forces leading to sectional conflict in the United States with special emphasis on slavery and abolitionism, the Civil War and the period of reconstruction to the restoration of home rule in the South. Prerequisite: HIS 107.
- 384. Twentieth Century America** (3 sem. hrs.). A study of the United States from 1901 to the present. Analysis of the historical background for contemporary America with focus on continuity and change in American society since 1917.
- 385. African-American History** (3 sem. hrs.). A study of the African-American experience in North America from the colonial era to the present. The course will stress the struggle to create and maintain a community within a society of racial prejudice.
- 386. Women in America** (3 sem. hrs.). This course looks at the role of women in America from the colonial era to the present. Through the use of monographs, autobiography and fiction, this class will examine traditional and contemporary patterns of discrimination against women.
- 390. Topics in History** (3 sem. hrs.). Study of selected topics in history for juniors, seniors and history majors stressing historiography and interpretation.
- 401, 402. Independent Study** (1 to 3 sem. hrs.). A student may, subject to the instructor's consent, pursue an intensive reading course with oral and/or written reports, or a research project. Open to students of demonstrated ability.
- 405. Seminar: Historical Method and Interpretation** (3 sem. hrs.). Study in the handling of the tools of historical research and in historiography. The students will do independent research in the historical field offered that semester. Open to seniors. Juniors by permission only. (Spring only) Fulfills Capstone requirement.
- 475, 476. Honors Course** (3 sem. hrs.).

# HONORS PROGRAM... “Life of the Mind”

Program Director: Professor Younger; Faculty Coordinator: Professor Ohl

The Heidelberg College faculty believes in challenging students to reach their full potential. “Life of the Mind” is a comprehensive approach toward empowering students to explore their abilities within a supportive community of scholars and learners. The program is comprised of four intellectual areas: the Scholar, the Scientist, the Artist and the Citizen.

## The requirements for B.A. and B.S. degrees are as follows:

Attainment of a cumulative grade point average of 3.3 or higher

Completion of a departmental or interdisciplinary major

Completion of COR 100

Completion of HNR 111, Introduction to Life of the Mind (1)

Completion of four thematic seminars representing the Scholar, the Artist, the Scientist and the Citizen (HNR 103 or 104; 203 or 204; 303 or 304; 403 or 404)

Completion of HNR 307, Service Learning Seminar (1), and 40 hours of community service

Completion of HNR 455, Senior Honors Project (1-3 hrs.) with a grade of B- or higher

Completion of Portfolio

Completion of 2 specified credit hours in Health and Physical Education

Completion of TSD

Completion of Junior Written and Oral and Capstone requirements within major.

Completion of 10 support courses:

1. Courses must have 10 different prefixes
2. Five must be at 200 level or higher
3. At least 2 courses from each of the 4 disciplines
  - Natural Sciences: ATR, BIO, CHM, CPS, GEO, MTH, PHY, WTR (excluding BIO 120, PHY 103 and 215)
  - Humanities: CTA (excluding CTA courses listed below) ENG, HIS, languages, REL, PHI
  - Arts: Music, Art or one of the following:  
CTA 105, 150, 207, 306, 320, 325, 327  
NDI 301, 302, 322  
HPE 227
  - Social Sciences: ACC, ANT, BAE, ECO, EDU, EIS, HPE (excluding 100 or 103), POL, PSY
4. Must be taken for letter grade credit

## The requirements for the BMUS degree includes all of the above except for the completion of the ten support courses.

**103, 104. The Scholar Seminar** (2-4 sem. hrs.). Topic relating to the theme to be developed by instructor. (Fall and Spring)

**111. Introduction to the Life of the Mind** (1 sem. hr.). Introduction to the themes, requirements, and policies of the Honors Program. Culminates in a course project. (Fall and Spring)

**203, 204. The Scientist Seminar** (2-4 sem. hrs.). Topic relating to the theme to be developed by instructor. (Fall and Spring)

**303, 304. The Artist Seminar** (2-4 sem. hrs.) Topic relating to the theme to be developed by instructor. (Fall and Spring)

**307. Service-Learning Seminar** (1 sem. hr.). Directed reflection on service experiences in spoken and written forms. Service-Learning contract must be completed before the term begins.

**403, 404. The Citizen Seminar** (2-4 sem. hrs.). Topic relating to the theme to be developed by instructor. (Fall and Spring)

**455. Senior Honors Project** (1-3 sem. hrs.). Individual research under the direction of a faculty mentor. Permission of Honors Program director is required. (Fall and Spring)

Prerequisite for all HNR Courses: Honor student or permission of instructor.

## Withdrawal from the Honors Program

If a student is dismissed or voluntarily withdraws from the Honors Program, then he or she has the choice of completing the honors requirements or approved substitutions, minus HNR 455 (Senior Honors Project), HNR 307 (Service Learning), and the honors portfolio, *or* the General Education requirements. If a student wishes to voluntarily withdraw from the Honors Program, she or he must immediately notify the Dean of the Honors Program indicating her or his choice of graduation requirements.

## INTERNATIONAL STUDIES

Interdisciplinary major taught by faculty from several departments. International Studies Committee: Professors Bing, Fors, Oliver (Chair) and Rennie; Associate Professor Lepeley; Assistant Professor O'Reilly.

The International Studies Major is intended both for students who:

- (1) want to study patterns of relationships between nations, international organizations and the political, social and economic environment in which these occur; or
- (2) desire to study the diverse historical, social and cultural experiences of contemporary human societies.

Therefore, students who declare an International Studies Major are required to select EITHER Track One (International Relations) OR Track Two (Crosscultural Studies).

### Major:

1. All students must achieve proficiency in a language other than their native tongue. This requirement can be met by taking a third year course in the second language, or by demonstrating language proficiency through a method determined by, and acceptable to, the International Studies Committee.
2. All students must complete ITS 409 a three-credit research seminar in International Studies. This will fulfill the Capstone requirement.
3. International Experience Requirement - Majors are required to take part in an international experience that is **approved in advance by the International Studies Committee** and meets the following conditions:
  - A. Students who have lived primarily in the United States take part in an academic program or internship which is at least three months in duration, and in a country other than the United States. Students are strongly encouraged to spend a full academic year abroad.
  - B. Students who have lived primarily in countries other than the United States take part in an off-campus academic experience or internship worth 6 or more credit hours. Acceptable options include the Washington Semester program, a study abroad program or an internship in the United States.

### Track One: International Relations

**Required Courses:** HIS 106, 121; ANT 200; POL 121; ECO 251, 252; ITS 409 plus three courses selected from: ECO 352, 364; BIO 109; HIS 105, 114, 118, 252, 305; POL 240, 250, 263, 270, 360, 376, 377.

To fulfill the Junior Written and Oral requirement, students will also take either POL 376 or HIS 030 taken concurrently with HIS 305.

### Track Two: Crosscultural Studies

**Required Courses:** HIS 106, 121; POL 121; ANT 200; ITS 409; plus five courses to be selected from: (Three of the courses must be at the 300 or 400 levels and no more than three from the same department.) BIO 109; ECO 251, 252, 352, 364; ENG 382; GEO 201; GER 317 or 318, 417 or 418; HIS 105, 114 or 118, 251 or 252, 305, 330, 332, 333, 341 or 342, 346, 358; MUS 247 or 248; POL 200, 360; NDI 340; SPA 321 or 325, 330.

To fulfill the Junior Written and Oral requirement, students will also complete one of the following: SPA 290 and 489, GER 252 and 489, or HIS 030 concurrently with one of the following: HIS 305, 330, 332, 333, 342, 346, or 358.

## Minor: International Studies

1. All students must achieve 3 semesters (3 courses) in a language other than their native tongue. Equivalent proficiency will be evaluated by the Language Department using transcripts, exams, or other methods approved by the Language Department Chair.
2. The minor requires a short-term, academic experience outside of the United States (of one week or longer), approved in advance by the ITS Committee. Current College programs that would fulfill this requirement include the "Border Trip," Belize, Cuba, London, and Cairo. Non-Heidelberg academic programs can be accepted, but must be approved in advance by the ITS Committee. Academic travel undertaken prior to admission to Heidelberg will under no circumstances be accepted as a fulfillment of this requirement.
3. **Required Courses** (21 hrs.): One from HIS 106, 114, 251; One from HIS 252, 305, 330, 332, 333, 342, 358; ECO 251 and 252; POL 121 and one from: POL 240, 250, 260, 270; ITS 409 (Prerequisites).

**370. Internship** (1-15 sem. hrs.). Qualified students may receive credit for off-campus experience. Approval of ITS Committee Chair is required.

**409. Capstone Research Seminar.** (3 sem. hrs.). A seminar experience for seniors majoring in International Studies that closely examines the contemporary global milieu. Each student will work closely with an academic advisor on a research project and a written research paper. Prerequisite: ITS major, or minor, or permission of instructor. Open to juniors and seniors. (With permission, this course may be accepted as meeting the capstone requirement for either International Studies and Political Science.)

## JAPANESE (See Languages)

### LANGUAGES

Professor R. Berg; Associate Professor C. Lepeley; Instructor K. Sanders; Heidelberg staff abroad: B. Tracy, H. Heckmann and H. Doerr.

In a world of increasing interdependence, we seek political, economic and humanitarian solutions to complex global and regional issues. For this, we need more people who have acquired a sensitivity toward other cultures, and tolerance for other points of view and behavior patterns. An effective way to achieve this is through the study of foreign languages and their cultures, through residence and travel abroad, and through acquaintances and friendships with citizens of other countries.

At Heidelberg College the disciplines of Greek, French, German, Japanese and Spanish have been combined into the Department of Languages. This combination implies that these disciplines share many of the cultural values and aspirations of the humanities; that instructors may have overlapping competencies, thus teaching in several areas; and, that students in these areas of study may often make curricular plans which include double majors in these disciplines.

### FRENCH

French courses help the student to assimilate the French language and to enjoy the literature, culture and art of France and the more than 37 Francophone countries.

**Placement Test:** Students with previous training in French who wish to continue the language at Heidelberg College should take the French Placement test. The results of the test and consideration of the student's previous training in French will form the basis for placement at the appropriate level. Students who do not take the placement test are permitted to register in French classes according to the following guidelines. Students with one year of high school French take FRN 102 in the second semester and may audit FRN 101 in the first semester. Those with two years of high school French take FRN 201 or 102. Those with three years take FRN 201 or 202.

**Credit by Examination:** Students who have completed three or more years of French in high school may apply for credit by examination for courses beyond FRN 101-102. Students must make arrangements with the French faculty, complete the appropriate form in the Registrar's Office and pay the prescribed fee at the Business Office. The results of the test should be submitted to the Registrar's Office within the first four weeks of the semester in which the student is taking the next higher level French course. Therefore, the application procedure should be completed as early as possible.

**101-102. Elementary French** (3 sem. hrs.). This course introduces students to the basic structures and vocabulary of the French language, including colloquial French expressions, as well as culture. All four skills are addressed: listening, speaking, reading and writing. French 101 is for students with no previous training in French; 102 is for students who have completed 101 or one year of high school French. (Every year)

**201-202. Intermediate French** (3 sem. hrs.). This course continues the study of French language and culture. A grammar review is included. Prerequisite: French 102 or two years of high school French. (Every year)

## GERMAN

Many Americans have cultural ties to the German-speaking peoples of Central Europe, and recent history calls for a deeper understanding of the unique cultural and political significance of these countries. Significant commercial ties and cooperation in research, especially with the Federal Republic of Germany, but also with Switzerland and Austria, underscore the usefulness of German as a vocational asset. Students majoring in German reap these rewards; and they gain access to the wealth of German civilization.

The College's chapter of Delta Phi Alpha, the national German honorary society, is open to outstanding students who are invited to membership.

Sponsored by Heidelberg College, the American Junior Year/Semester at Heidelberg University provides an opportunity for students to study at one of Europe's most illustrious centers of learning. A six-week summer session in May and June offers students the opportunity to earn 6-8 semester hours of credit on the intermediate and advanced levels. See the website for more information: <http://www.heidelberg.edu/ajy>.

**Major:** 30 hours in German beyond the introductory level (101-102), including the following: GER 290, 489, 490 and two German literature courses taken in Heidelberg, Germany; two semesters at the American Junior Year at Heidelberg; and one of the following allied courses: ANT 200, ENG 102, HIS 106, NDI 301, NDI 302, POL 263 or any course in another language.

**Minor:** 15 hours beyond the six-hour introductory sequence (GER 111-112). It is recommended that students spend at least a semester or a summer at the American Junior Year at Heidelberg, Germany or another site approved by the Department of Languages. Allied/Prerequisite Course: GER 101-102 or equivalent.

**Placement Test:** Students with previous training in German who wish to continue the language at Heidelberg College should take the German Placement test. The results of the test and consideration of the students' previous German training will form the basis for placement at the appropriate level. Students who do not take the placement test, are permitted to register in German classes according to the following guidelines. Students with one year of high school German take GER 102 in the second semester and may audit GER 101 in the first semester. Those with two years of high school German take GER 201 or GER 102. Those with three years take GER 201, or if they feel quite confident 301. Those with four years take 301 or 317.

**Credit by Examination:** Students who have completed three or more years of German in high school may apply for credit by examination for courses beyond GER 101, 102. Students must make arrangements with the department faculty, complete the appropriate form in the Registrar's Office and pay the prescribed fee at the Business Office. The results of the test should be submitted to the Registrar's Office within the first four weeks of the semester in which the student is taking the next higher level German course. Therefore, the application procedure should be completed as early as possible.

**101-102. Introduction to German** (3 sem. hrs.). Students receive basic training in listening, speaking, reading and writing German with emphasis on communication. Rudiments of grammar are introduced. GER 101 is for students with no previous training in German. GER 102 is for students who have completed 101 or one year of high school German. (Every year)

**201, 202. Intermediate German** (3 sem. hrs.). Students practice all four language skills, review basic grammar and receive an introduction to more advanced forms and vocabulary. Prerequisite: GER 112 or two to three years of high school German. (Every year)

**205, 206. Reading German** (1 sem. hr.). Students read literary, journalistic and scientific texts to build vocabulary and gain proficiency in understanding advanced syntactical structures, such as the passive with modal verbs, extended participial modifiers and complex dependent clauses. (On demand)

**290. Preparation for Study Abroad** (1 sem. hr.). This course prepares students for their study abroad experience in Germany through readings and reflections on the cultural differences that they are likely to experience. Students



will develop a viable proposal for their capstone course projects, which will include data collected while abroad. The final capstone paper and presentation will be completed upon the student's return to campus in GER 490, German Capstone Course. Open to sophomores.

**301, 302. Advanced German** (3 sem. hrs.). Practice in conversation, composition and manipulation of advanced grammatical forms and vocabulary on the basis of texts dealing with everyday life in German-speaking countries. Alternates every second year with 317, 318. Prerequisite: GER 202 or three or four years of high school German. (Odd-even years)

**306, 307. Guided Study** (1-3 hrs.). An opportunity for students to improve proficiency by independent study or tutorial arrangements. Permission of the staff is required.

**317, 318. Germany, Present and Past** (3 sem. hrs.). Texts providing insight into German history, civilization and current experience form the basis for exercises in advanced German grammar, speaking and writing. Alternates every second year with 301, 302. Prerequisite: GER 202 or three or four years of high school German. (Even-odd years)

**406, 407. Independent Study** (1-3 sem. hrs.). Independent projects in German language, literature and civilization. By prior arrangement with the staff.

**415, 416. Topics in German Literature and Civilization** (3 sem. hrs.). An opportunity to explore material and topics not available through regular course offerings. Possible topics include: Faust, Twentieth Century German Drama, German Literature as film. (Offered on demand)

**417. Periods in German Literature** (3 sem. hrs.). Students read and discuss significant texts to gain an understanding of the characteristics of the German literature from the beginning through the Storm and Stress period. Prerequisites: GER 301 and 302 or GER 317 and 318. (Every year)

**418. Periods in German Literature** (3 sem. hrs.). A continuation of 417 from Classicism to the present. Prerequisites: GER 301 and 302 or GER 317 and 318. (Every year)

**475, 476. Honors Course** (3 sem. hrs.). A major research project. By prior arrangement with the staff.

**489. German Portfolio** (1 sem. hr.). The course encourages and supports students in developing speaking and writing skills in the target language. It monitors their progress toward the goal of achieving the ACTFL Advanced Level of Proficiency in speaking and writing by the time they graduate. Freshmen get acquainted with the objectives of the course during a meeting of majors. Sophomores collect baseline speaking and writing samples in GER 252. Juniors generate and collect a large number of speaking and writing samples during their study abroad. Seniors register for the course, add speaking and writing samples completed during their senior year and organize their language samples into a portfolio. Offered every year, usually first semester. Prerequisite: completion of study abroad experience. Satisfies the junior level discipline-specific communications requirement.

**490. German Capstone Course** (1 sem. hr.). This is a culminating course for students completing the German major. In the format of a writing workshop, students prepare a paper based on the original research project, which they proposed during their sophomore year in GER 252, German Colloquium. During the time abroad, students collect data for the project, which is written, revised and presented in GER 490. This course complements GER 489, German Portfolio. Offered every year, usually during the first semester. Prerequisite: Completion of study abroad.

## GREEK

The study of ancient Greek language and literature enriches liberal education by helping students understand the structure of the Indo-European family of languages and appreciate the contributions of classical culture to the modern world.

**101-102. Elementary Greek** (3 sem. hrs.). Introduction to classical (Attic) Greek and reading of elementary passages. (Odd-even years)

**201, 202. Intermediate Greek** (3 sem. hrs.). Readings of selections from Homer's *Odyssey*, Platos' *Apology* and the New Testament. (Even-odd years)

## JAPANESE

**101-102. Beginning Japanese** (3 sem. hrs.). Spoken Japanese and listening skills are emphasized in the first semester, but reading and writing skills are also developed. Students begin to acquire **hiragana** and **katakana** in first semester. Kanji characters are introduced throughout the year. JPN 101 or the equivalent is the prerequisite for JPN 102. (Every Year)

## SPANISH

In view of the historical, social, economic, political, geographical, linguistic and cultural ties and relations of the United States with Spain and all the Spanish speaking countries in America, the study of the Spanish language and the Hispanic Culture in general has become a very desirable and indispensable asset for any American college student.

The Spanish Section of the Language Department at Heidelberg College provides students a variety of opportunities to achieve proficiency in the language and acquire a deeper understanding of the Hispanic cultures and literatures.

Besides the course offerings at Heidelberg, students can spend a year, a semester or a summer studying at The Center for Cross-Cultural Study in Seville, Spain or Havana, Cuba. Three-week summer courses are also offered at Cemanahuac in Cuernavaca, Mexico.

Outstanding students are invited to join Chi Psi, the campus chapter of Sigma Delta Pi the National Spanish Honorary Society.

The Department sponsors lectures, films, tertulias, field trips and other activities that promote the knowledge and understanding of Hispanic culture and affairs.

Beeghly Library has a sizable collection of Spanish and Latin American books and periodicals.

**Major:** 30 hours in Spanish beyond the introductory sequence (101-102), including the following: SPA 290, 489, 490; a Spanish course in each of the following areas: Latin American literature, Latin American culture, Spanish (Peninsular) literature and Spanish (Peninsular) culture; SPA 335 (required for Education majors only) and one of the following allied courses: HIS 251, 252, 321, 322, 361; ENG 206, 382; BIO 375; POL 250, 263; NDI 115, 120, 206, 301, 302, 340, or any course in another language. Students are required to spend two semesters at the Center for Cross-Cultural Study in Seville, Spain or another approved site.

**Minor:** 15 hours beyond the six-hour introductory sequence (SPA 101-102). It is recommended that students spend at least a semester or a summer at a foreign study site approved by the Department of Languages.

**Placement test:** Students with previous training in Spanish who wish to continue the language at Heidelberg College should take the Spanish Placement test. The results of the test and consideration of the student's previous training in Spanish will form the basis for placement at the appropriate level. Students who do not take the placement test may register in Spanish classes according to the following guidelines: Students with one year of high school Spanish take SPA 102 in the second semester and may audit SPA 101 in the first semester. Those with two years of high school Spanish take SPA 201 or SPA 102. Those with three years of high school Spanish take SPA 201 or 202, or if they feel quite confident, a 300-level Spanish course. Those with four or more years take 300-level Spanish courses.

**Provisional Teaching Licensure:** The State of Ohio offers K-12 provisional teaching licensure in foreign languages. To qualify for this license, candidates must complete requirements prescribed by the Language Department and by the Education Department. Students should meet early in their first year with chairmen of both departments to obtain documents explaining the requirements and to ensure appropriate planning so that requirements, including the junior year in Spain, can be met in a timely fashion.

**Credit by examination:** Students who have completed three or more years of Spanish in high school may apply for credit by examination for courses beyond Spanish 101-102. Students must make arrangements with the Spanish faculty, complete the appropriate form at the Registrar's Office and pay the prescribed fee at the Business Office. The results of the test should be submitted to the Registrar's Office within the first four weeks of the semester in which the student is taking the next higher level course, therefore the application procedure should be completed as early as possible.

## Courses:

**101-102. Elementary Spanish** (3 sem. hrs.). These courses introduce students to the fundamentals of the language and culture through the basic skills: listening comprehension, reading, writing and speaking. SPA 101 is for students with no previous training in Spanish. SPA 102 is for students who have completed SPA 101 or one to two years of high school Spanish. (Every year)

**201-202. Intermediate Spanish** (3 sem. hrs.). Review and further study of fundamentals in Spanish. Emphasis on reading and writing. Prerequisite: 101, 102 or two years of high school Spanish or equivalent. (Every year)

**290. Study Abroad Preparation** (1 sem. hr.). This course prepares students for their study abroad experience in a Spanish-speaking country through readings and reflections on the cultural differences that they are likely to experience. Students will also develop a viable proposal for their capstone research projects, which will include data collected while abroad. The final capstone paper and presentation will be complete upon students' return to campus in SPA 490, Spanish Capstone Course. Open to sophomores and juniors. (Spring)

**305. Introduction to Conversation** (3 sem. hrs.). Oral practice to develop communicative proficiency. Vocabulary building and role playing dealing with practical situations. Prerequisite: SPA 202 or equivalent.

**307. Composition I** (3 sem. hrs.). Selected grammar review and application through controlled writings. Prerequisite: SPA 202.

- 319. Spanish Inside Out I** (3 sem. hrs.). Development of reading skills by reading, discussing, and writing about a variety of texts, vocabulary building and study of difficult grammatical structures. Prerequisite: SPA 202.
- 320. Spanish Inside Out II** (3 sem. hrs.). Development of reading skills by reading, discussing, and writing about a variety of texts, vocabulary building and study of difficult grammatical structures. Prerequisite: SPA 202.
- 321. Survey of Latin American Literature** (3 sem. hrs.). A survey of Latin American literature from the pre-colonial period to the present. Prerequisite: SPA 202.
- 325. Spanish Literature Survey** (3 sem. hrs.). A survey study of Spanish (Peninsular) Literature from Golden Age to the present. Prerequisite: SPA 202.
- 330. Contemporary Latin American Narrative** (3 sem. hrs.). Socio-historical and ideological study of the New Latin American Narrative with emphasis on “Magic Realism” and “Post - Boom” works. Prerequisite: SPA 202.
- 333. Spanish Culture and Civilization** (3 sem. hrs.). A study of the culture and civilization of Spain from its origins to the present. Topics include geography, history, art, architecture, music, literature. Prerequisite: SPA 202.
- 334. Latin American Culture and Civilization** (3 sem. hrs.). A study of the culture and civilization of Latin America from its origins to the present. Topics include geography, history, art, architecture, music, literature. Prerequisite: SPA 202.
- 335. Hispanic Literature for Children and Young People.** (3 sem. hrs.). Familiarization with significant classical and contemporary Spanish texts from a variety of genres for children and young people; practice in planning and implementing strategies for sharing these texts with an audience, especially with children and young people in the schools; experience in use of appropriate technology to gather information, keep abreast of developments, prepare and deliver presentations. Prerequisite: SPA 202.
- 340. Guided Study** (3 sem. hrs.). Study of topics in literature or language not covered by regular course offerings. Independent work under close supervision and tutorial arrangements. Previous approval of faculty necessary for enrollment. Prerequisite: SPA 202.
- 370. Internships** (3 to 15 sem. hrs.). Practical on-the-job experience for upperclass students. Previous approval of Department faculty and The Office of Career Planning and Placement necessary.
- 401, 402. Independent Study** (1-3 sem. hrs.). Independent research and final paper on subjects in literature or language not covered by regular course offerings. Previous approval of faculty necessary for enrollment. Prerequisite: SPA 202.
- 411. Special Topics in Hispanic Literature** (3 sem. hrs.). An in-depth study of specialized topics in Spanish (Peninsular) or Latin American Literature as selected by the Spanish faculty. Prerequisite: SPA 202.
- 412. Special Topics in Spanish Language** (3 sem. hrs.). An in-depth study of specialized topics in the Spanish language as selected by the Spanish faculty. Prerequisite: SPA 202.
- 475-476. Honors Course** (3 sem. hrs.). A major research project. By prior arrangement with the staff.
- 489. Spanish Portfolio** (1 sem. hr.). The course encourages and supports students in developing speaking and writing skills in the target language. It monitors their progress toward the goal of achieving the ACTFL Advanced Level of Proficiency in speaking and writing by the time they graduate. Freshmen get acquainted with the objectives of the course during a meeting of majors. Sophomores collect baseline speaking and writing samples in SPA 290. Juniors generate and collect a large number of speaking and writing samples during their study abroad. Seniors register for the course, and speaking and writing samples completed during their senior year and organize their language samples into a portfolio. Offered every year, usually first semester. Prerequisite: completion of study abroad. Satisfies the junior level discipline-specific communication requirement.
- 490. Spanish Capstone Course** (1 sem. hr.). This is a culminating course for students completing the Spanish major. In the format of a writing workshop, students prepare a paper based on the original research project which they proposed in SPA 290, Study Abroad Preparation. During their time abroad, students collect data for the project, which is written, revised, and presented in SPA 490. This course also complements SPA 489, Spanish Portfolio. Offered every year, usually during the first semester. Prerequisite: completion of study abroad.

## LATIN AMERICAN STUDIES

**Minor:** 15 hours: two courses selected from HIS 251, 252, 361; POL 250; SPA: one 300-level course, and NDI 340.

Students with a Latin American Studies minor are also strongly encouraged to participate in a short-term academic experience outside of the United States (of one week or longer; for one semester hour credit, or more). Current College programs that would fulfill this include the US/Mexico Border trip, Belize, and Cuba.

**Prerequisite Courses:** The prerequisite for a 300-level Spanish course is SPA 202 or equivalent.

## MANAGEMENT SCIENCE

(See Business Administration, Accounting and Economics)

# MATHEMATICS

Professor D. Weinger; Associate Professors Grasman and Huang.

The Department of Mathematics seeks to contribute to the educational philosophy of Heidelberg College by providing: **1.** instruction in mathematics as a major/minor area of study; **2.** service courses for other departments in which mathematics is considered a vital tool; **3.** the necessary mathematics preparation for prospective elementary and secondary school teachers.

**Major:** 32 semester hours in mathematics courses numbered 222 or above, including 222, 223, 307, 308, 390, 490, and one course selected from 401, 402, 403, and 404. **Note:** MTH 390 satisfies the Junior Level Discipline Specific Communication Requirement, and MTH 490 satisfies the Senior Capstone Experience. The MTH 390 requirement and the associated 1 semester hour will be waived if a student satisfies the junior level speaking and writing requirement in any other department. The MTH 490 requirement and the associated 1 semester hour will be waived if a student satisfies the capstone requirement in any other major. The MTH 390 requirement and the associated 1 semester hour will be waived if a student satisfies the junior level writing requirement in any other department. The MTH 490 requirement and the associated 1 semester hour will be waived if a student satisfies the capstone requirement in any other major.

**Allied Courses:** 4 courses selected from the departments of Biology, Chemistry, Computer Science, Philosophy and Physics. These courses *must* include Physics 111 and a Computer Science course numbered 200 or more.

**Minor:** 15 semester hours which must include MTH 222, 223; remaining hours must be 300 level or above. The prerequisite for MTH 222 is MTH 121 or placement by the Department of Mathematics.

**090. Mathematics Refresher** (3 sem. hrs.). This course is designed to review topics from arithmetic and elementary algebra. It is the goal of this course to prepare the student who comes to Heidelberg with mathematics deficiencies to enter MTH 115, Quantitative Reasoning. Major emphasis will be given to applications in business, the natural sciences and the social sciences. This course does not fulfill any degree requirements of any major. **A student taking this course will need an additional three hours to graduate.** Placement into this course will be determined by placement testing and evaluation of high school transcript. (Fall and Spring)

**115. Quantitative Reasoning** (3 sem. hrs.). This course will cover a broad range of topics with emphasis given to applications in business, the natural sciences and the social sciences. Topics include the basics of set theory, functions, systems of linear equations and inequalities, linear programming, permutations, combinations, probability and descriptive statistics. It is a goal of this course to improve skills in problem solving and the ability to think quantitatively. **This course does not fulfill any requirements of the mathematics major.** Prerequisite: Recommendation of the Mathematics Department or successful completion (C- or better) of MTH 090. (Fall and Spring)

**117. Mathematics for Elementary Education I** (3 sem. hrs.). Topics covered are set theory, numeration systems, estimation, number theory, counting procedures (permutations and combinations), geometry and measurement. Problem solving, communication skills and critical thinking will be emphasized in the treatment of all topics. **This course does not fulfill any requirements of the mathematics major, or General Education Requirements.** Prerequisites: Completion of (or current enrollment in) EDU 200 and successful completion of MTH 090 (C- or better) or placement by the Mathematics Department. (Fall)

**118. Mathematics for Elementary Education II** (3 sem. hrs.). Topics covered are the study of the real numbers including integers, rational numbers, decimals and percents with applications; analytic geometry; probability and statistics. Problem solving, communication skills and critical thinking will be emphasized in the treatment of all topics. **This course does not fulfill any requirements of the mathematics major.** Prerequisite: MTH 117. (Spring)

**121. Elementary Functions** (3 sem. hrs.). Study of elementary functions, their graphs and applications, including polynomials, rational functions, algebraic functions, exponential, logarithmic and trigonometric functions and plane analytic geometry. **This course does not fulfill any requirements of the mathematics major.** Prerequisite: Recommendation of the Mathematics Department, or MTH 115. (Fall and Spring)

**210. Elementary Statistics** (3 sem. hrs.). The purpose of this course is to introduce the student to statistical methods and techniques with emphasis given to applications in business, the natural sciences, psychology, and the social sciences. Topics include probability distributions, hypothesis testing (large and small sample), Chi-Square test, ANOVA, correlation and regression and nonparametric testing. **This course does not fulfill any requirements of the mathematics major.** Prerequisite: MTH 115 or 118. (Fall and Spring)

**222. Calculus I** (3 sem. hrs.). The development of the concepts of limit, continuity and derivatives, and the associated computational techniques. Applications to the study of motion, optimization, and related concepts in other areas of the natural and social sciences are included. Prerequisite: Placement or MTH 121. (Fall and Spring)

**223. Calculus II** (3 sem. hrs.). The development of the concepts of the definite and indefinite integral, the fundamental theorem of calculus, applications to area, volume and related physical concepts, use of integrals to extend our knowledge of the transcendental functions: logarithmic, exponential and inverse trigonometric functions. Prerequisite: MTH 222. (Fall and Spring)

- 302. Ordinary Differential Equations** (3 sem. hrs.). Solutions of differential equations of the first order and first degree, singular solutions, linear differential equations, integration in series, systems of equations and Laplace transforms. Prerequisite: MTH 223. (Fall of odd-even years)
- 303. Linear Algebra** (3 sem. hrs.). Finite-dimensional vector spaces, matrix theory, linear transformations, systems of linear equations and quadratic forms. Prerequisite: MTH 222. (Spring of odd-even years)
- 305. College Geometry I** (3 sem. hrs.). A study of finite geometries and graph theory, the axiomatic development of Euclidean geometry, and a brief introduction to non-Euclidean geometry. The course also presents the history of the development of both Euclidean and non-Euclidean geometry. Prerequisite: MTH 223. (Spring of odd-even years)
- 306. College Geometry II** (3 sem. hrs.). A study of non-Euclidean geometry which includes projective and hyperbolic geometry. Prerequisite: MTH 305. (Offered on demand)
- 307. Calculus III** (3 sem. hrs.). Advanced techniques of integration, sequences and series, parametric and polar coordinates, vector and analytic geometry of three dimensions. Prerequisite: MTH 223. (Fall only)
- 308. Calculus IV** (3 sem. hrs.). Vector-valued functions and curves in 3-space, functions of several variables and partial derivatives, multiple integrals and applications. If time allows, additional topics in vector analysis will be covered. Prerequisite: MTH 307. (Spring only)
- 310. Introduction to Numerical Analysis** (3 sem. hrs.). An introduction to the computer techniques and algorithms used to solve numerical problems. Number representation, roots of nonlinear equations, numerical integration, linear systems, numerical solution of differential equations, Monte Carlo methods, simulation and curve fitting. Prerequisites: MTH 307 and CPS 201. (Fall of even-odd years)
- 312. Introduction to Mathematical Statistics** (3 sem. hrs.). Probability theory; moments; binomial, normal, t, Poisson and Chi square distributions; random sampling; hypothesis testing and non-parametric tests. Prerequisite: MTH 223. (Spring of even-odd years)
- 321, 322. Independent Study** (2 sem. hrs.). Open to juniors or seniors of proven ability. Topics chosen from the field of analysis, algebra, topology, geometry or number theory according to a student's interest. A maximum of four hours is permitted. (Offered on demand)
- 390. Mathematical Communication Skills** (1 sem. hr.). This course will complete the general education requirement for junior-level written and oral communications within the mathematics department. Students will learn to use appropriate terminology and notation in writing and speaking about mathematical ideas, proofs, and journal articles. Students will be required to attend a talk outside of scheduled class hours. Prerequisite: Must be taken concurrently with MTH 302, 303, 305, 308, or 312. Open to juniors and seniors. (Offered on demand)
- 401. Abstract Algebra** (3 sem. hrs.). Introduction to the concepts of modern algebra, particularly those of group, ring, integral domain and field. Includes applications to number theory. Prerequisite: MTH 308. (Spring of even-odd years)
- 402. Topology** (3 sem. hrs.). An introduction to point set topology, topological and metric spaces and their properties. Prerequisite: MTH 308. (Fall of odd-even years)
- 403. Complex Analysis** (3 sem. hrs.). Algebra and geometry of complex numbers and analytic functions. Cauchy's theorem and formula, contour integration and conformal mapping. Prerequisite: MTH 308. (Spring of odd-even years)
- 404. Real Analysis** (3 sem. hrs.). Introduction to real variable theory; construction and completeness of the real numbers; set theory; continuity, differentiability and measurability. Prerequisite: MTH 308. (Fall of even-odd years)
- 475, 476. Honors Course** (3 sem. hrs.). (Offered on demand)
- 490. Math Capstone** (1 sem. hr.). This course will satisfy the capstone requirement for the math major. Students will conduct a research project on an instructor's approved topic and present results in written and oral form. Co-requisite: MTH 401, 402, 403, or 404. Open to juniors and seniors. (Offered on demand)

## MUSIC

Professors - Bevelander, composition/theory, piano; D. McConnell, composition/theory, chair; Ohl, theory/piano, Associate Director, Honors Program; Owen, trumpet, Director of Bands; Associate Professors: Melville, piano; Specht, single reeds, orchestra; Assistant Professors - G. Cook, music history, choirs, voice; D. Norin-Kuehn, voice; Instructors - Akins, flute, Basinger, violin; Bean, care/repair of instruments; Bleyle, percussion; Ciabattari, low brass; Hanson, guitar, string bass; Jordan, bassoon; J. McConnell, organ, piano; Pease, oboe; Perez, cello; Sargent, horn; Sieberg, piano technician; Ziebold, violin.

The Music Department of Heidelberg College serves the academic community through the offering of courses, cultural activities, and degrees relevant to the goals of its students. Aware of its place as an integral and important aspect of the Heidelberg Curriculum, the Music Department places primary responsibility in providing the music student with a broad musical background to prepare for graduate study or the pursuit of one of the musical professions. Through its performance experiences and variety of courses, the Music Department also offers opportunities for those who wish to continue their musical productivity as an avocation, training

for those whose musical talents are yet to be developed, and courses for those who seek to develop an understanding and appreciation of music as a part of the liberal education.

In addition to the general requirements for admission to Heidelberg, an applicant to the Department of Music must audition to demonstrate musical achievement in the area of study. Placement tests are used to determine the musical background and present musical knowledge of entering students.

## DEGREES

A four-year program is offered leading to the degree of Bachelor of Music with a choice of major and secondary performing mediums. Fields of specialization include: Performance, Performance with an emphasis in pedagogy, Music Education with a vocal emphasis or instrumental emphasis, Music Industry (combining music and business), and Theory/Composition. A Bachelor of Arts/Bachelor of Science degree with a major in music is available. Students qualified by examination to pursue two major performing mediums will plan their schedules in consultation with the Chair of the department. *An extra fee may be charged for carrying two applied majors.* Students who wish to meet music education requirements while preparing for professional careers in applied music must complete the requirements for both the Performance major and Music Education. The completion of this program requires five years or the equivalent. Degree from the music department.

### Departmental Policies

The following policies have been instituted to maintain high standards of performance proficiency:

Examinations in performance are administered at the end of each semester.

In order to guide and assist students in preparation, permission of the instructor is required for performances outside the music department.

All students majoring in music, either on the BMUS or the A.B./B.S. degree, must attend faculty and student recitals and other College music programs in accordance with a statement published at the beginning of each semester.

Music courses: Music majors may not earn a grade below “C” in their music courses, unless waived by the Department. Under no circumstance may more than one grade below “C-” be waived. Please consult the Department of Music Student Handbook for a list of music courses by degree that apply to this rule.

The major ensembles are Concert Choir, College-Community Chorus, College-Community Orchestra and Symphonic Band. Only these ensembles will generate credit which will accrue for degree requirements.

All Music Majors, including the B.M. and the B.A./B.S. degrees, must register for a major ensemble that is appropriate to their major performance area during each semester of enrollment, a minimum of eight hours of credit. Exceptions to this rule will be considered for the following reasons: international study opportunities, internship requirements resulting from a second major, music students who are enrolled through the Lifelong Learning Program. Voice majors will be assigned to the appropriate choral ensemble. Wind and percussion majors receiving music scholarships are expected to participate in major ensembles as needed. Piano majors may, with permission of the applied instructor and approval of the Department Chair, substitute up to 3 semesters of piano chamber music experience (major ensemble, Section F) for major ensemble credit.

Any music major enrolled in applied instruction (either private or group) in a secondary area(s) must concurrently participate in an ensemble laboratory experience related to that applied area. In addition to any Major Ensemble, Lab Band and Lab Orchestra will satisfy this requirement. These ensemble laboratory experiences need not exceed degree requirements.

In addition to their major ensemble, vocal majors in music education will register for 2 semesters of instrumental ensemble (laboratory ensembles may satisfy this requirement) while instrumental majors in music education will register for 2 semesters of vocal ensemble. Keyboard majors in music education may have either combination or equal hours in each. Wind and percussion majors in music are required to participate in Pep Band unless excused.

Minimum basic requirements in piano, voice and orchestral instruments in secondary areas for the degree in music may be met by examination when the student enters the College or at any later examination period.

If additional applied hours are elected beyond the normal programmed applied hours, an extra fee is charged. The approval of the Chair of the department is required.

All students must register for Performance Class each semester. This is a 0 credit activity course and therefore does not affect the total hours enrolled each semester. A P (passing) grade based on attendance is necessary for graduation.

A minimum of four hours of piano instruction is required for all non-piano students majoring in music in order to meet the basic proficiency. If the student cannot meet this proficiency at the end of the four hours, he or she will be required to continue to register for piano instruction until the proficiency is displayed. Music education majors must complete this proficiency prior to the senior student teaching block. An extra fee will be charged if not completed in one additional semester. A student who meets the proficiency requirement prior to four hours of study may continue in piano instruction for the remaining hours or, with the permission of the keyboard faculty, elect to study organ.

A student may change the area of concentration in applied music until the end of the sophomore year with approval of the jury prior to the change and observing the following provisos: a) a student in Music Education or Music Industry must accrue credit hours in the new applied area equivalent to the required hours in the junior and senior years; b) a student in Performance or Pedagogy must accrue credit hours in the new applied area equivalent to the required hours in the sophomore, junior and senior years; c) a student in Theory/Composition must accrue the total hours required for the major.

Students enrolled in the music education program are subject to a review of their academic progress after three semesters of full-time study. Please consult the Department of Music Student Handbook for specific details of the review process.

The Bachelor of Music degree (Performance and Theory/Composition majors) requires 128 credit hours for graduation; Bachelor of Music in Education, 130 hours; and Bachelor of Arts degree with a music major, 126 hours.

All students majoring in music shall perform as a soloist in a recital setting. The type of recital shall be based on the degree in which students are enrolled. Senior recitals must be approved by a recital screening jury, in accordance with a statement published annually. The specific requirements are:

A. Bachelor of Music - in Performance (including Pedagogy Emphasis) or Theory/Composition

A junior recital

A full senior recital

B. All other Bachelor of Music and Bachelor of Arts or Science Music Majors:

A joint senior recital

BA/BS Music majors may substitute either the performance of an original composition, a lecture presentation or a senior project (whichever is appropriate for the degree).

Presentations must be approved by the Recital Screening Committee.

**Minor in Music:** (19-20 hours):

Select two of the following: 4 hours

MUS 121-22: Music Theory I/II

MUS 123-24: Aural Training I/II

Select one of the following literature courses: 2-3 hours

MUS 147: Music Literature

MUS 149: Understanding and Enjoying Music

Select from the following Theory/History courses: 3-4 hours

MUS 221-22: Music Theory III/IV

MUS 223-24: Aural Training III/IV

MUS 136: Integrated Theory

MUS 247: History and Literature: Medieval,  
Renaissance, Early Baroque

MUS 248: History and Literature: Mature Baroque,  
Classical, Romantic, Early Twentieth Century

Other music electives 6 hours  
(One course must be at the 300-400 level)

Applied Study (127, 128, 227, 228, etc.) 4 hours

Major Ensemble Participation 4 experiences

Students will participate in the equivalent of four hours of ensemble activity. Ensembles (MUS 100, 200, 300, 400), opera (141, 142, 241, 242, etc.) or accompanying (397 or 398 with permission) may be used to fulfill this requirement. This participation requirement does not count against the total number of hours for the minor program itself.

## CULTURAL ACTIVITIES

During the year, the College brings to the campus outstanding concerts and lecture attractions. Weekly student recitals are presented to give experience in public performance. Faculty members and guest artists present outstanding recitals for the College and community throughout the year. Various musical organizations such as the Concert Choir, Symphonic Band, College-Community Chorus, College-Community Orchestra, Orchestra, Brass Band, Chamber Singers, Opera Theatre, Singing Collegians and others contribute to the cultural program with numerous concerts. The Ritz Theatre for the Performing Arts provides an annual series of high-quality concerts for the community.

## COURSES

**001, 002. Instrumental Ensemble** (1 sem. hr.). Two semesters of Instrumental Ensemble (1 of band and 1 of orchestra) are required for all non-instrumental music education majors. This requirement must be completed prior to student teaching.

**090. Piano Proficiency** (0 sem. hrs.). All Music majors must demonstrate a level of piano proficiency appropriate to their degree program as a graduation requirement. The piano proficiency includes technique, sight-reading, accompanying, harmonization of melodies, and solo repertoire. This proficiency exam is a co-requisite for music majors in the following courses, depending on their chosen degree program: MUS 186 (Music Industry, Performance, Composition and B.A./B.S. students) or MUS 286 (Music Education and Pedagogy students). All piano majors, regardless of degree program, must also register for and pass the Piano Proficiency. Open to Music majors only.

**110. Introduction to the Teaching of Music and Related Careers** (2 sem. hr.). Introduction to methods and techniques of teaching music to students ages 3-21, including the development of reading skills and beginning assessment skills. Introduction to the Ohio Curriculum model for music instruction. (Spring only)

**118. Italian and German Diction** (2 sem. hrs.). Study of pronunciation by means of the International Phonetic Alphabet (IPA) especially as it pertains to lyric diction. Students will also receive thorough grounding in rules for pronunciation in Italian and German, with special emphasis given to performance of song literature. (Spring of even-odd years)

**121-22, 221-222. Music Theory I-IV** MUS 121-22, 221: 2 semester hours per course, 3 contact hours. MUS 222: 2 semester hours, 2 contact hours. This four-semester sequence of courses examines the fundamental principles of music in a variety of styles. The historical evolution of musical devices and the relation of past contemporary musical thought are emphasized. Written and analytical skills are developed in melody, harmony, rhythm, counterpoint and form. Music majors must enroll in both the music theory and the aural skills sequence concurrently. Theory courses must be taken in sequence; satisfactory completion of each course in the sequence is required before the next course is taken. This course sequence will be used for students entering in the fall of 2003.

**123-24, 223-24. Aural Training I-IV** MUS 123-4, 223: 2 semester hours per course, two contact hours. MUS 224: 1 semester hour, two contact hours. This four-semester sequence of courses develops skills in sight singing and aural training. Graded exercises in rhythm and pitch reading, both prepared and at sight, to advance basic music reading skills; exercise work in aural training includes identification of traditional/contemporary harmony, chord progressions, melodic/rhythmic dictation. Music majors must take both the aural skills and music theory sequences concurrently. Courses must be taken in sequence; satisfactory completion of each course in the sequence is required before the next course is taken. The course sequence will be used for students entering in the fall of 2003.

**135-136-235-236. Integrated Theory** (4 sem. hrs.) (Except 236 - 3 sem. hrs.). The course develops musicianship by examining fundamental principles of music in a variety of styles. The historical evolution of musical devices and the relation of past practices to contemporary musical thought are emphasized. Writing, keyboard and aural skills are developed in rhythm, melody, counterpoint and form. This course is designed for students entering before fall 2003.

**141. Opera Workshop** (0 sem. hrs.). Instruction and experience in the fundamentals of opera performance and production, including stage movement, role preparation and opera characterization with a final project of an evening of excerpts from the Musical Drama repertoire. (Fall only)



- 142. Opera Theatre** (0 sem. hrs.). By audition or permission of the instructor only. Instruction and experience in performance and production of a full opera performance. Specific attention to musical and character preparation of a complete opera role and production problems of mounting a full production. (Spring only)
- 147. Music Literature** (2 sem. hrs.). Using the elements of music as a point of departure, this introductory course focuses on basic concepts of musical composition which transcend historical or cultural boundaries. Each compositional technique is explored through examples drawn from a varied repertoire. The course examines music primarily through listening, but a limited understanding of music notation is useful occasionally.
- \*149. Understanding and Enjoying Music** (2 or 3 sem. hrs.). Basic course designed to enable students to appreciate the great works of musical art. Practical knowledge of music is achieved through a variety of guided listening and lecture experiences. Designed for non-music majors. (Fall and Spring)
- 160. Introduction to Music Technology** (1 sem. hr.). Introduction to the principles of digital synthesis and computer music systems. Study includes basic acoustics as well as the history and development of music technology. Basic acoustics is related to the functions of analog and digital synthesizers. Contemporary computer applications, such as sequencing, music printing, hard disk recording, digital editing, digital signal processing, and sequencing are discussed. Permission of instructor required for non-composition majors.
- 163. Beginning Voice Class** (1 sem. hr.). Fundamental vocal technique for singing, especially for the music educator. Introduction to the body for singing, breath mechanics, tonal resonance and registration, diction for singing, vocal health. Practical application of technique to beginning song literature. One lecture and one lab session per week. Prerequisite: Open only to non-voice Music Education Majors. (Fall semester)
- 164. Intermediate Voice Class** (1 sem. hr.). Continuation of Beginning Voice Class. Students will continue to refine fundamental vocal technique for singing. Emphasis placed on critical evaluation and assessment of good vocal performance and healthy singing. Performance repertoire will include work in the standard foreign languages (Italian, French, German, Spanish, Latin). One lecture and one lab session per week. Prerequisite: MUS 163 and open only to non-voice Music Education Majors. (Fall semester)
- 171. Violin Methods Class** (1 sem. hr.). Fundamental fingering and bowing studies for violin and viola. This course introduces and makes use of the Suzuki string method, and includes methods and materials appropriate to the teaching of beginning string students from age 3 upward.
- 172. Violoncello and String Bass Class** (1 sem. hr.). Fundamental techniques of violoncello and string bass, with emphasis on class methods and materials, appropriate for early and middle childhood instruction.
- 209. Eighteenth Century Counterpoint** (2 sem. hrs.). Study of contrapuntal techniques in periods other than the 16th century, with particular emphasis on Bach's style. Writing of inventions and fugues. Prerequisite: MUS 222, 224 or permission of instructor.
- 185/186 & 285. (2 sem. hrs.) & 286 (1 sem. hr.). Piano Class.** This sequence emphasizes the development of keyboard skills needed in the public classroom, college classroom and private studio, for accompanying and for basic musicianship. Technique, sight-reading, accompanying, harmonization of melodies, transposition, score reading, improvisation and ensemble playing are included. The piano proficiency (MUS 090), a graduation requirement for all music majors, will be taken in conjunction with this sequence. Open to Music Majors or Music Minors only. Courses must be taken in sequence.
- 212. Music and the Liberal Arts** (3 sem. hrs.). Music is closely associated with the scientific, technological, political and sociological facets of the culture in which it is created. This course, an interdisciplinary approach with music as the focus, explores the relationship of music to 6-8 disciplines within the natural sciences, social sciences and the humanities. Faculty members from selected departments present several lectures about their discipline as related to music. Music listening includes a wide variety of styles and cultural traditions. Meets the Group I General Education Requirements for A.B. and B.S. students. (Spring only)
- 216. Conducting I (Choral)** (2 sem. hrs.). A study of conducting emphasizing leadership skills, listening skills and communication skills. Special attention will be given to conducting gestures, score preparation and rehearsal techniques. Prerequisites: MUS 122, 124; knowledge of the piano and some choral experience recommended.
- 218. French Diction** (2 sem. hrs.). For description see Music 118. Prior instruction in the French language is highly recommended (FRN 101, 102). (Spring of odd-even years)
- 241. Opera Workshop** (0,1 sem. hrs.). See MUS 141 for course description.
- 242. Opera Theatre** (0,1 sem. hrs.). See MUS 142 for course description.
- 247. History and Literature of the Medieval, Renaissance and Baroque Periods** (3 sem. hrs.). A survey of the development of musical style, focusing on historical, cultural, and social influences on musical expression, composition, and literature during the years 450-1750 AD. Relationships to other modes of artistic expression are explored, as well as common influences on artistic development, and the purposes of artistic expression. Prerequisite: MUS 121, 122.
- 248. History and Literature of the Classical, Romantic and Twentieth Century Periods** (3 sem. hrs.). This course is a continuation of MUS 247; completion of MUS 247 is highly recommended, although not required. Continuing examination of the means and development of artistic expression, as well as social, cultural, and historical influences on musical composition and literature. Covers the years 1750 to the present. Prerequisite: MUS 121, 122.#
- 270. Percussion Class** (1 sem. hr.). The study of percussion instruments, methods and materials in a class setting. Instructional materials and strategies appropriate to the teaching of middle childhood and AYA.

\*Music majors cannot register for these courses as electives.

- 271, 272. Woodwind and Percussion Class** (1 sem. hr.). The study of woodwind and percussion instruments, methods and materials in a class setting. Instructional materials and strategies appropriate to the teaching of middle childhood and adolescence.
- 273, 274. Woodwinds Class** (1 sem. hr.; class plus lab). The study of woodwind instruments, methods and materials in a classroom setting. Instructional materials and strategies appropriate to the teaching of middle childhood and adolescence.
- 291, 292, 391, 392. Piano Accompanying** (1 sem. hr.). Practical acquaintance with literature and technique of accompanying. Requires permission of instructor.
- 305. New Trends in Music** (2 sem. hrs.). Introduction to principles of electronic synthesizers and magnetic tape composition. Systems, techniques and theories of composition are examined in historical context. Prerequisite: MUS 222 and 224 or the equivalent.
- 306. Twentieth Century Techniques of Composition** (2 sem. hrs.). Examination of the principal composers, works and styles of the 20th century. Numerous theoretic systems and compositional idioms are examined in specific works with particular emphasis on traits common to the many divergent styles of this century, including electronic music. Prerequisite: MUS 222 and 224 or permission of the instructor.
- 309. Counterpoint** (2 sem. hrs.). Study of the 16th century polyphony with particular emphasis on the styles of Palestrina and Lassus. Writing of two and three-part motets and mass movements. Prerequisite: MUS 122, 124.
- 310. Counterpoint** (2 sem. hrs.). Continuation of Counterpoint 309, culminating in the writing of four-voice and polychoral motets and mass movements. Prerequisite: Counterpoint 309.
- 312. Orchestration and Band Arranging** (2 sem. hrs.). Practical orchestration and band arranging. Detailed study is made of scoring for instruments of the modern orchestra and band. Prerequisite: MUS 221 and 223.
- 313. Form and Analysis** (2 sem. hrs.). Introduction to analytical theory and its application to practical analysis of selected scores. Prerequisites: MUS 124, 222.
- 314. Form and Analysis** (2 sem. hrs.). Continuation of the above with emphasis given to solution of performance problems through application of analytical principles. Prerequisite: MUS 313. (Spring of odd-even years)
- 316. Conducting II (Instrumental)** (2 sem. hrs.). Orchestra and band conducting and rehearsal techniques. Baton technique, with practice in reading from full score. Prerequisites: MUS 122, 124, 216: Knowledge of the piano and some band or orchestral experience desirable.
- 318. Music Industry** (3 sem. hrs.). A course designed to integrate the individual music and business courses. Copyright laws; publishing of music; performing rights; manufacturing, distribution, repair and salesmanship of instruments; recording; tapes; the retail store; arts management; etc., are among the subjects covered. (Fall of odd-even years)
- 321. Piano Pedagogy (a) or Literature (b)** (2 sem. hrs.; each sem.). Offered alternately. Pedagogy (a) involves the study of pedagogical principles and systems of piano instruction. Literature (b) examines literature for piano and associated keyboard instruction from 18th century to present. Advanced study of either of the above areas may be combined in an Independent Study Course. Literature (b) is required for piano performance majors; both (a) and (b) are required for pedagogy majors.
- 322. Organ Literature** (2 sem. hrs.). A survey of organ literature in relation to the development of the instrument from the 16th century to the present. Special emphasis is placed on registration techniques and performance practices implicit in the historical evolution of national styles. Limited study is given to pedagogical methods and materials. (Spring of odd-even years)
- 329-330. The Care and Repair of Instruments** (2 sem. hrs.). First semester will be devoted to wind and percussion instruments and the second semester to stringed instruments and piano.
- 335. Instrumental Pedagogy and Materials** (1 or 2 sem. hrs.). Sections: (a) Brass, (b) Woodwind, (c) String, (d) Percussion. An examination of materials and methodology for the teaching of instrumental music in designated family groupings. Emphasis is given to differing approaches for teaching the instruments in private and group settings, and sources of solo and small ensemble materials. Limited study is given to historical development of the instrumental families. (Spring of odd-even years)
- 336. Choral Literature and Material** (2 sem. hrs.). Practical survey of choral literature. Emphasis on historical styles, sources and evaluation of materials, interpretation and repertoire. Prerequisite: MUS 216. (Fall of even-odd years)
- 338. Church Music** (2 or 3 sem. hrs.). Designed for church musicians, prospective pastors, and lay persons interested in the use of music in Christian worship. Covers a brief history and philosophy of church music, liturgical music, worship planning, survey of church literature and organization of multiple choir programs. (2 hrs.) Third credit hour is devoted to use of organ in church service, with emphasis in repertoire, service playing, accompanying, and conducting from the console. (1 additional sem. hr.) (Spring even-odd years)
- 339, 340. Piano for Composition Majors** (1 sem. hr.). To develop piano skills commonly used by composers, the course will focus on: scales, basic chord progressions, open score reading (instrumental and choral) which includes playing selected voices, performance of excerpts utilizing one or more transposing instruments as well as alto and tenor clefs, harmonization of melodies at sight including common chromatic harmonies, transposition of single line melodies, harmonic reduction, and figured bass. Sight reading of accompaniments and four-hand music. Preparation of solo literature. Prerequisite: completion of Piano Proficiency.
- 341. Opera Workshop** (0,1,2 sem. hrs.). See MUS 141 for course description.
- 342. Opera Theatre** (0,1,2 sem. hrs.). See MUS 142 for course description.

**348. History of Music** (2 sem. hrs.). This course deals with five specific periods of music history in depth: Greek Medieval; Early Renaissance; Late Renaissance-Baroque; Classic-Romantic and the 20th Century. One period will be offered each year (the first semester will concentrate on composers and the second semester on periods) and will rotate in the above order. Prerequisites: MUS 247 and 248.

**363. Music Education in Early Childhood and Elementary School** (3 sem. hrs.). An exploration of music methods, learning sequences, and teaching strategies applicable to age 3 through Middle School and Junior High School. Special attention given to contemporary developments in music education and developmental stages of children. Coursework includes a survey of age-appropriate media and resources for teaching music. (Spring)

**368. Studio Management** (2 sem. hrs.). A course designed to explore the following areas of private teaching studio management: contracts, taxes, budgets, personnel, advertising program development, equipment, physical plant, scheduling and leasing. (Spring of even-odd years)

**370. Music Internship** (1 to 6 sem. hrs.). Permission required from chair of department.

**371, 372. Brass Class** (1 sem. hr.; class plus lab). The study of brass instruments, methods and materials in a classroom setting. Instructional materials and strategies appropriate to the teaching of middle childhood and adolescence. Successful completion of MUS 371 (trumpet, trombone) is a prerequisite for MUS 372 (horn, tuba, euphonium).

**373. Choral Music Education in the Secondary Curriculum** (2 sem. hrs.; offered Spring semester annually). A survey of music teaching methods applicable to the middle age and adolescent choral curriculum. Coursework includes development of reading skills in choral music, materials and procedures for non-performance classes, as well as rehearsal techniques for choral performing organizations. Incorporates appropriate Ohio Curriculum models. (Spring)

**374. Instrumental Music Education in the Secondary Curriculum** (2 sem. hrs.; offered Spring semester annually). A survey of music teaching methods applicable to the middle age and adolescent school instrumental curriculum. Coursework includes development of reading skills in instrumental music, as well as rehearsal techniques for instrumental performing organizations. Extensive coursework dealing with assessment in music education. Incorporates appropriate Ohio Curriculum models. (Spring)

**379. Strings Class** (1 sem. hr.). Fundamental fingering and bowing studies for stringed instruments; violin, viola, violoncello and string bass, with emphasis on class methods and materials, appropriate for early and middle childhood instruction. Introduction to the Suzuki string method.

**393. Functional Piano** (1 sem. hr.). The development of keyboard skills needed in the public school classroom, college classroom, private studio, accompanying and in basic musicianship. Technique, sight reading, harmonization of melodies, transposition, score reading, improvisation and ensemble playing are included. Open to junior and senior music majors, or to others with permission of instructor. (Required of all music education majors unless excused by examination.) (Fall only)

**394. Functional Piano and Improvisation** (2 sem. hrs.). A continuation of 393. The additional hour will provide further emphasis on improvisation of various styles - classical, romantic, baroque, popular, blues and jazz. Prerequisite: MUS 393 or permission of instructor. (Spring only)

**397, 398, 497, 498. Chamber Music** (1 sem. hr.). Small ensemble performance for instrumental majors, pianists, vocalists and combinations. Arrangements must be made prior to registration with the appropriate applied teacher.

**410. Pedagogy (a) and History of Theory (b)** (2 sem. hrs.). Examination of the writings of music theorists from antiquity to present. Practical application of pedagogical principles to study of music theory. (Offered on demand)

**415. Vocal Pedagogy** (1 or 2 sem. hrs.). Introduction to principles and methods of teaching class and private voice with some attention given to literature for the beginning student.

**416, 417. Conducting III (Advanced)** (1 sem. hr.). Offered primarily for seniors. Will include score analysis and study of performance practice of major choral and instrumental works. Advanced conducting techniques and concepts. Prerequisite: Conducting 316, or permission of instructor.

**418. Group Instrumental Problems** (1 sem. hr.). A practical solution to the everyday problems encountered in teaching of instruments in all grades. Some attention to instrumental methods, materials and repair. Required of Instrumental Performance applied majors on a B.M. degree and Instrumental Music Education majors not taking 415. (Fall of odd-even years)

**441. Opera Workshop** (0,1,2 sem. hrs.). See MUS 141 for course description.

**442. Opera Theatre** (0,1,2 sem. hrs.). See MUS 142 for course description.

**492. Song Literature** (2 sem. hrs.). A survey of the solo song repertoire, paying close attention to the seminal composers and poets who most influenced the development and evolution of the art song. (Spring even-odd years)

**395, 396, 495, 496. Seminars and Independent Study** (1-4 sem. hrs.). Seminars treat areas of study not covered by other theoretical courses. Approach and content of course are flexible, responding both to traditional and contemporary modes of thought. Students with proven ability may undertake projects, compositions, arrangements or performances under supervision of adviser and department chair. Prerequisite: Junior standing in music and permission of department chair.

**499. Senior Recital/Project** (0 sem. hrs.). Students will prepare a public performance of literature written for their chosen instrumental or vocal area. Along with the required concurrent enrollment in either MUS 425 or 426, this course fulfills the capstone requirement.

## **Applied Music and Composition (Private or Class Instruction)**

One 30-minute lesson per week is required for one semester hour of credit (a student will normally spend a minimum of five hours of practice per week for one semester hour of credit.)

Two 30-minute lessons per week, or the equivalent, are required for two or more semester hours credit (a student will normally spend a minimum of 10 hours of practice per week for two semester hours of credit).

**Performance Class 051, 052, 053, 054, 055, 056, 057, 058.** (1 credit activity course.) Attendance and participation required of all students majoring in music (either B.M., A.B., or B.S. degree).

### **Major Performance Area Instruction**

125-126 - 1-3 credit hours  
225-226 - 1-3 credit hours  
325-326 - 1-3 credit hours  
425-426 - 1-3 credit hours

### **Non-Major Performance Area Instruction**

127-128 - 1-2 credit hours  
227-228 - 1-2 credit hours  
327-328 - 1-2 credit hours  
427-428 - 1-2 credit hours

<b>Sections:</b> a- euphonium	k- organ
b- bass viol	l- percussion
c- bassoon	m- piano
d- cello	n- saxophone
e- clarinet	o- trombone
f- flute	p- trumpet
g- French horn	q- tuba
h- guitar	r- viola
i- harp	s- violin
j- oboe	t- voice
	u- composition*

Information regarding the content of individual applied lessons can be obtained from the applied teachers.

\*MUS 127u has a prerequisite of MUS 135 or permission of instructor.

### **Major Ensembles**

100 - 1 credit hour  
200 - 1 credit hour  
300 - 1 credit hour  
400 - 1 credit hour

All music majors, including the B.M. and the A.B./B.S. degrees, must register for a major ensemble which is appropriate to their major performance area during each semester of enrollment unless excused. See page 78.

### **Sections**

**a - Concert Choir.** The Heidelberg College Concert Choir is comprised of forty talented musicians. Selected by audition, these singers represent a variety of majors at the College. The Choir performs about 15 concerts each year, including a domestic tour and a performance of Handel's "Messiah".

**b - College-Community Chorus.** Membership in the College-Community Chorus is open to all Heidelberg students, faculty and staff, and members of the community. Chorus members have an opportunity to perform a variety of works from the choral repertoire as well as participate in the annual performance of Handel's "Messiah". The Chorus performs regularly scheduled campus concerts. No audition is necessary.

**c - Orchestra.** The College-Community Orchestra performs regularly throughout the year. Repertoire is drawn from standard symphonic literature. Membership includes faculty and community personnel as well as students. Admission is by audition or permission. Wind and Percussion performers are selected from community personnel and from members of Symphonic Band; they should obtain permission of the director before registering.

**d - Symphonic Band.** The Symphonic Band is made up of talented musicians selected by audition from the entire College population. The band performs regularly scheduled campus concerts, as well as festival, convention, and tour concerts on occasion. Literature is chosen from standard and contemporary band repertoire, utilizing various instrumental combinations.

**f - Piano Chamber Music.** Open only to piano majors with permission of the applied teachers and approval of the department chair.

### **Other Ensembles**

150 - 0 credit hours  
250 - 0 credit hours  
350 - 0 credit hours  
450 - 0 credit hours

**a - Chamber Singers.** A select group of versatile singers who perform a wide variety of vocal chamber literature. Members are selected from Concert Choir.

**b - The Singing Collegians.** A select group of versatile singers and dancers. Repertoire includes a more popular style of music. Group performs for College, civic and school organizations. Members are selected from Concert Choir or College-Community Chorus.

**c - Jazz Ensemble.** Open to students desiring experience in the jazz idiom. In addition to contemporary styles, traditional styles are learned and performed. Admission is by audition. Ability to improvise not necessary. Woodwind and brass players are chosen from the Symphonic Band.

**d - Small Ensembles.** Active instrumental chamber ensembles include Brass Band, Trumpet Ensemble, Saxophone Quartet, Flute Ensemble, Clarinet Choir; Percussion Ensemble; Tuba/Euphonium Ensemble; Trombone Choir and others according to demand.

## ADDITIONAL INFORMATION: DEPARTMENT OF MUSIC



The information below is designed to assist current and prospective students in understanding the requirements of the degree programs offered by the Department of Music at Heidelberg College. By using the tables on the following pages, a student, with the help of an advisor, can plan for an effective four-year distribution of courses in music and other areas to fulfill all requirements for a bachelor's degree.

### General Education Classification

*Natural Sciences* include Biology, Chemistry, Computer Science, Geology, Mathematics, Physics and Water Resources.

*Social Sciences* include Business Administration, Accounting, Economics, Education, Political Science, Anthropology and Psychology.

*Humanities* include Communication, Literature, French, German, Italian, Spanish, History, Integrated Studies, Philosophy, Religion.

*Arts* include Art, Theater Arts, Music (music courses allowed only for certain degree programs)

### General Education Distribution Requirement

All candidates for Bachelor of Arts, Bachelor of Science or Bachelor of Music degrees must complete the courses listed below.

COR 100 Introduction to the Arts

COR 300 Exploring the Liberal Arts

A senior capstone experience (Ex. Senior Recital)

CTA 100

ENG 101

Junior level discipline specific communication requirements (incorporated into required courses).

At least 2 hours and not more than 3 hours in Health and Physical Education selected from the "Strategies for Fitness" and designated activity classes.

### Bachelor of Arts Requirements

- At least 2 semester hours from the Arts
- 3 Courses from the Humanities (three different prefixes)
- 2 Social Science courses (two different prefixes)
- 2 Natural Sciences (two different prefixes), one course must have a lab component
- 1 Additional Arts course of 2 semester hours or more (different prefix than that of the Arts course listed above) or 1 additional Humanities course of 2 or more semester hours (any prefix).
- 1 Other Cultures course

- 1 Mathematics course
- 1 Foreign language course at the second semester level (may not be used to fulfill part of the three-course humanities requirement).

### **Bachelor of Science Requirements**

- At least 2 semester hours from the Arts
- 2 Courses from the Humanities (two different prefixes)
- 3 Social Science courses (three different prefixes)
- 3 Natural Sciences (three different prefixes), one course must have a lab component.
- 1 Other Cultures course
- 2 Mathematics courses

### **Bachelor of Music Requirements**

- 2 Courses from the Arts and/or Humanities (except MUS)
- 1 Course from Natural Sciences of Mathematics (includes CPS)
- 1 Course from Social Sciences
- 1 Other Cultures course (any prefix)
- 8 hours or more of Elective courses (except MUS). Total hours for electives and required courses varies from 30 to 36 hours. Please consult the degree grids for specific requirements. Additional electives may be selected in areas that relate to the study of music. (Example: Performance degree candidates may wish to take additional hours in a foreign language as an aid to their performance area.)

### **Honors Program**

Students who are enrolled in the B. Mus. programs, who also wish to participate in the Heidelberg College Honors Program, are expected to take the following courses instead of the General Education requirements:

HNR 103 or 104—Scholar

HNR 203 or 204—Artist

HNR 303 or 304—Scientist

HNR 403 or 404—Citizen

HNR 111—Life of the Mind

HNR 307—Service-Learning

HRN 455—Senior Capstone

COR 100—Introduction to the Liberal Arts

#### **Portfolio**

At least 2 hours and not more than 3 hours in Health and Physical Education, selected from the “Strategies for Fitness” and designated activity classes.

*Please note:* Music Education and Music Industry students who are enrolled in the Honors programs should consult their degree grids for courses that are required for their major.

Ex: All Music Education programs require PSY 101 as a pre-requisite for other education courses.

The Music Industry program requires several math courses as pre-requisites for various upper-level courses.

### **Total Credit Hours**

Music majors on a B. Mus., B.A., or B.S. degree may register for as many as 17 credit hours per semester *in addition* to ensembles.

## BACHELOR OF MUSIC (Performance Major: Woodwind, Brass or Percussion)

Required Courses	Recommended Distribution								
		Year 1		Year 2		Year 3		Year 4	
<b>PERFORMANCE (36 Hours)</b>									
Major Performance Area	22	2	2	3	3	3	3	3	3
Piano Class (185-86)	4	2	2						
Chamber Music 397-398	2					1	1		
Ensemble 100-400	8	1	1	1	1	1	1	1	1
Performance Class 051-058	0	0	0	0	0	0	0	0	0
Recital/Project 499	0								0
<b>THEORETICAL MUSIC (39 Hours)</b>									
Music Theory I-IV	8	2	2	2	2				
Aural Training I-IV	7	2	2	2	1				
Music Literature, History 147, 247-48	8	2		3	3				
Conducting 216, 316	4				2	2			
Counterpoint 309, 310	4					2	2		
Orchestration, Band Arranging 312	2					2			
Form and Analysis 313	2						2		
Music History 347 or 348	2								2
Ped/Materials, Major Perf. Area 335	2						2		
<b>MUSIC ELECTIVES (17 Hours)</b>	17	0	2	2	1	2	2	4	4
(1) GENERAL EDUCATION (36 Hours)	36	6	6	3	3	3	3	6	6
(2) TOTAL	128	17	17	16	16	16	16	14	16

(1) See Page 84, Distribution requirements.

(2) Total may exceed 17 hours with ensemble credit.

Recommended Electives: Foreign Languages, Studio Management 368, additional courses in Conducting, Form and Analysis.

## BACHELOR OF MUSIC (Performance Major: Piano or Organ)

Required Courses	Recommended Distribution								
		Year 1		Year 2		Year 3		Year 4	
<b>PERFORMANCE (36 Hours)</b>									
*Major Performance Area	22	2	2	3	3	3	3	3	3
Performance Elective	4	1	1	1	1				
Chamber Music 397-398	2					1	1		
Ensemble 100-400	8	1	1	1	1	1	1	1	1
Performance Class (051-058)	0	0	0	0	0	0	0	0	0
Recital/Project (499)	0								0
<b>THEORETICAL MUSIC (43 Hours)</b>									
Music Theory I-IV	8	2	2	2	2				
Aural Training I-IV	7	2	2	2	1				
Music Literature, History 147, 247-48	8	2		3	3				
Conducting 216, 316	4				2	2			
Counterpoint 309, 310	4					2	2		
Orchestration, Band Arranging 312	2					2			
Form and Analysis 313	2						2		
Music History 347 or 348	2								2
Piano Accompanying 291	2			2					
Piano Pedagogy 321A	2				2				
Literature in Major Perf. Area	2						2		
<b>MUSIC ELECTIVES (13 Hours)</b>	13	1	1	0	1	0	2	4	4
(1) GENERAL EDUCATION (36 Hours)	36	6	6	3	0	6	3	6	6
(2) TOTAL	128	17	15	17	16	17	16	14	16

(\*) Organ majors without proficiency in piano must substitute Piano 127M (1 hour) and Organ 125K (1 hour) at the discretion of the instructor.

(1) See Page 84 for Distribution requirements.

(2) Total may exceed 17 hour limit with ensemble credit.

Recommended Electives: Foreign Languages, Studio Management 368, additional courses in Conducting, Form and Analysis.

## BACHELOR OF MUSIC (Performance Major: Strings)

Required Courses	Recommended Distribution							
		Year 1	Year 2	Year 3	Year 4			
<b>PERFORMANCE (36 Hours)</b>								
Violin, Viola, Violoncello, or Bass Viol	22	2	2	3	3	3	3	3
Piano 185-86	4	2	2					
Chamber Music 397-398	2					1	1	
Ensemble 100-400	8	1	1	1	1	1	1	1
Performance Class 051-058	0	0	0	0	0	0	0	0
Recital/Project 499	0							0
<b>THEORETICAL MUSIC (39 Hours)</b>								
Music Theory I-IV	8	2	2	2	2			
Aural Training I-IV	7	2	2	2	1			
Music Literature, History 147, 247-48	8	2		3	3			
Conducting 216, 316	4			2	2			
Counterpoint 309, 310	4				2	2		
Orchestration, Band Arranging 312	2				2			
Form and Analysis 313	2					2		
Music History 347 or 348	2							2
Ped/Materials, Major Perf. Area 335	2					2		
<b>MUSIC ELECTIVES (17 Hours)</b>	17	0	2	2	1	2	2	4
(1) GENERAL EDUCATION (36 Hours)	36	6	6	3	3	3	3	6
(2) TOTAL	128	17	17	16	16	16	16	16

(1) See Page 84 for Distribution requirements.

(2) Total may exceed 17 hours with ensemble credit.

Recommended Electives: Foreign Languages, Studio Management 368, additional courses in Conducting, Form and Analysis.

## BACHELOR OF MUSIC (Performance Major: Voice)

Required Courses	Recommended Distribution							
		Year 1	Year 2	Year 3	Year 4			
<b>PERFORMANCE (36 Hours)</b>								
Voice	22	2	2	3	3	3	3	3
Piano Class (185-86)	4	2	2					
Chamber Music 397-398	2					1	1	
Ensemble 100-400	8	1	1	1	1	1	1	1
Performance Class (051-058)	0	0	0	0	0	0	0	0
Recital/Project (499)	0							0
<b>THEORETICAL MUSIC (45 Hours)</b>								
Music Theory I-IV	8	2	2	2	2			
Aural Theory I-IV	7	2	2	2	1			
Music Literature, History 147, 247-48	8	2		3	3			
Conducting 216, 316	4			2	2			
Counterpoint 309, 310	4				2	2		
Orchestration, Band Arranging 312	2				2			
Form and Analysis 313	2					2		
Music History 347 or 348	2							2
Italian and German Diction 118	2		2					
French Diction 218	2			2				
Vocal Pedagogy 415	2				2			
Song Literature 492	2					2		
<b>MUSIC ELECTIVES (11 Hours)</b>	11		2			2	4	3
(1) GENERAL EDUCATION (36 Hours)								
(2) Humanities: German 111 or Italian 101	3	3						
French 101	3		3					
Additional General Education courses	30	3	3	3	3	3	3	6
(3) TOTAL	128	17	16	17	17	16	16	15

(1) See Page 84 for Distribution Requirements.

(2) German 111 or Italian 101 satisfy one of two required courses in the Humanities, part of the General Education requirements.

(3) Total may exceed 17 hours with ensemble credit.

Recommended Electives: Foreign Language, Studio Management 368, additional courses in Conducting, Form and Analysis.





## BACHELOR OF MUSIC (Music Education - Instrumental Emphasis)

Required Courses	Recommended Distribution								
	Year 1		Year 2		Year 3		Year 4		
<b>PERFORMANCE (35 Hours)</b>									
Major Performance Area	11	1	1	1	1	2	2	1	2
(1)(2) Instrumental Methods	7			1	2	2	2		
(2) Piano Class (185-86, 285-86)	7	2	2	2	1				
(2) Voice Class (163-164)	2	1	1						
(3) Ensemble 100-400	8	1	1	1	1	1	1	1	1
Perf. Class 051-058	0	0	0	0	0	0	0	0	0
Recital/Project 499	0								0
<b>THEORETICAL MUSIC (31 Hours)</b>									
Music Theory I-IV	8	2	2	2	2				
Aural Training I-IV	7	2	2	2	1				
Music Literature, History 147, 247-48	8	2		3	3				
Conducting 216, 316	4				2	2			
Orchestra and Band Arranging 312	2					2			
Form and Analysis 313	2						2		
<b>(4) EDUCATION COURSES (38 Hours)</b>									
MUS 110	2		2						
EDU 115	1		1						
EDU 200	2			2					
EDU 220	3				3				
EIS 265	3			3					
EDU 344 or 350	3					3			
EIS 379	2							2	
MUS 363	3					3			
MUS 373, 374	4						4		
EDU 400	2							2	
EDU 416M, 430, 468	12							12	
MUS 418	1					1			
<b>GENERAL EDUCATION (28 Hours)</b>									
Introduction to the Liberal Arts 100	3	3							
Exploring the Liberal Arts 300	3						3		
English 101	3	3							
Natural Science or Mathematics	3								3
Social Sciences: Psychology 101	3		3						
Arts, Humanities (except MUS)	6						3		3
(5) Oral Communication, CTA 100	2		2						
(6) Health, Physical Education	2								2
Other Cultures	3								3
<b>(7) TOTAL</b>	<b>132</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>16</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>14</b>

- (1) Students must enroll in the following classes: Woodwinds 273-74, Percussion 270, Brass 371-72, Strings 379. The seventh hour may be completed through applied study of an instrument outside of the student's major family of instruments.
- (2) Proficiency exams must be passed before student teaching.
- (3) 2 hrs. must be in vocal ensemble.
- (4) Education courses carry specific GPA requirements. Please consult the college catalog.
- (5) May be waived by examination; no credit given.
- (6) Maximum hours allowed in Health/Physical Education: 3 hours
- (7) Total may exceed 17 hr. limit with ensemble credit.

**Student Teaching Semester:** Student teaching field assignments take first priority in terms of time and commitment during the final student teaching semester. *Ensembles:* Please sign up for one Major Ensemble; come to rehearsals as your student teaching schedule allows. *Lessons:* no applied lessons or Senior Recital is to be scheduled while the student is in the public schools completing a student teaching field assignment.



## BACHELOR OF MUSIC (Music Education - Piano or Organ Emphasis)

Required Courses	Recommended Distribution								
	Year 1		Year 2		Year 3		Year 4		
<b>PERFORMANCE (35 Hours)</b>									
Piano or *Organ	15	2	2	2	2	2	2	1	2
(1)(2) Instrumental Methods	7			1	2	2	2		
(2) Voice Class (163-64)	2	1	1						
(2) Piano Class (285-86)	3			2	1				
(2) Ensemble 100-400	8	1	1	1	1	1	1	1	1
Perf. Class MUS 051-058	0	0	0	0	0	0	0	0	0
Recital/Project MUS 499	0								0
<b>THEORETICAL MUSIC (31 Hours)</b>									
Music Theory I-IV	8	2	2	2	2				
Aural Training I-IV	7	2	2	2	1				
Music Literature, History 147, 247-48	8	2		3	3				
Conducting 216, 316	4				2	2			
Orchestra and Band Arranging 312	2					2			
Form and Analysis 313	2						2		
<b>(4) EDUCATION COURSES (38 Hours)</b>									
MUS 110	2		2						
EDU 115	1		1						
EDU 200	2			2					
EDU 220	3				3				
EIS 265	3			3					
EDU 344 or 350	3					3			
EIS 379	2							2	
MUS 363	3					3			
MUS 373, 374	4						4		
EDU 400	2							2	
EDU 416M, 430, 468	12							12	
MUS 415 or 418	1					1			
<b>GENERAL EDUCATION (28 Hours)</b>									
Introduction to the Liberal Arts 100	3	3							
Exploring the Liberal Arts 300	3						3		
English 101	3	3							
Natural Science or Mathematics	3								3
Social Sciences: Psychology 101	3		3						
Arts, Humanities (except MUS)	6						3		3
(5) Oral Communication, CTA 100	2		2						
(6) Health, Physical Education	2								2
Other Cultures	3								3
<b>(7) TOTAL</b>	<b>132</b>	<b>16</b>	<b>16</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>14</b>

\*Organ majors must register for one hour piano to complete piano proficiency requirement. It may substitute for one hour organ.

- (1) Students must enroll in the following classes: Woodwinds 273-74, Percussion 270, Brass 371-72, Strings 379. The seventh hour may be completed through applied study of an instrument outside the student's major family of instruments.
- (2) Proficiency exams must be passed before student teaching.
- (3) Minimum 2 hrs. each of instrumental and vocal ensemble; 3 hours may be piano chamber music.
- (4) Education courses carry specific GPA requirements. Please consult the college catalog.
- (5) May be waived by examination; no credit given.
- (6) Maximum hours allowed in Health/Physical Education: 3 hours
- (7) Total may exceed 17 hr. limit with ensemble credit.

**Student Teaching Semester:** Student teaching field assignments take first priority in terms of time and commitment during the final student teaching semester. *Ensembles:* Please sign up for one Major Ensemble; come to rehearsals as your student teaching schedule allows. *Lessons:* no applied lessons or Senior Recital is to be scheduled while the student is in the public schools completing a student teaching field assignment.



## BACHELOR OF MUSIC (Music Education - String Emphasis)

Required Courses	Recommended Distribution								
	Year 1		Year 2		Year 3		Year 4		
<b>PERFORMANCE (35 Hours)</b>									
Applied Major	11	1	1	1	1	2	2	1	2
(1)(2) Instrumental Methods	7			1	2	2	2		
(2) Piano Class (185-86, 285-86)	7	2	2	2	1				
(2) Voice Class (163-64)	2	1	1						
(3) Ensemble 100-400	8	1	1	1	1	1	1	1	1
Perf. Class 051-058	0	0	0	0	0	0	0	0	0
Recital/Project 499	0								0
<b>THEORETICAL MUSIC (31 Hours)</b>									
Music Theory I-IV	8	2	2	2	2				
Aural Training I-IV	7	2	2	2	1				
Music Literature, History 147, 247-48	8	2		3	3				
Conducting 216, 316	4				2	2			
Orchestra and Band Arranging 312	2					2			
Form and Analysis 313	2						2		
<b>(4) EDUCATION COURSES (38 Hours)</b>									
MUS 110	2		2						
EDU 115	1		1						
EDU 200	2			2					
EDU 220	3				3				
EIS 265	3		3						
EDU 344 or 350	3					3			
EIS 379	2							2	
MUS 363	3					3			
MUS 373, 374	4						4		
EDU 400	2							2	
EDU 416M, 430, 468	12								12
MUS 418	1					1			
<b>GENERAL EDUCATION (28 Hours)</b>									
Introduction to the Liberal Arts 100	3	3							
Exploring the Liberal Arts 300	3						3		
English 101	3	3							
Natural Science or Mathematics	3								3
Social Sciences: Psychology 101	3		3						
Arts, Humanities (except MUS)	6						3		3
(5) Oral Communication CTA 100	2		2						
(6) Health, Physical Education	2								2
Other Cultures	3								3
<b>(7) TOTAL</b>	<b>132</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>16</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>14</b>

- (1) Students must enroll in the following classes: Woodwinds 273-74, Percussion 270, Brass 371-72, Strings 379. The seventh hour may be completed through applied study of an instrument outside the student's major family of instruments.
- (2) Proficiency exams must be passed before student teaching.
- (3) 2 hours must be in a vocal ensemble.
- (4) Education courses carry specific GPA requirements. Please consult the college catalog.
- (5) May be waived by examination; no credit given.
- (6) Maximum hours allowed in Health/Physical Education: 3 hours
- (7) Total may exceed 17 hour limit with ensemble credit.

**Student Teaching Semester:** Student teaching field assignments take first priority in terms of time and commitment during the final student teaching semester. *Ensembles:* Please sign up for one Major Ensemble; come to rehearsals as your student teaching schedule allows. *Lessons:* no applied lessons or Senior Recital is to be scheduled while the student is in the public schools completing a student teaching field assignment.



## BACHELOR OF MUSIC (Music Education - Vocal Emphasis)

Required Courses	Recommended Distribution								
		Year 1		Year 2		Year 3		Year 4	
<b>PERFORMANCE (35 Hours)</b>									
Voice	14	2	2	1	2	2	2	1	2
(1)(2) Instrumental Methods	6			1	2	1	2		
(2) Piano Class (185-86, 285-86)	7	2	2	2	1				
(3) Ensemble 100-400	8	1	1	1	1	1	1	1	1
Perf. Class 051-058	0	0	0	0	0	0	0	0	0
Recital/Project 499	0								0
<b>THEORETICAL MUSIC (31 Hours)</b>									
Music Theory I-IV	8	2	2	2	2				
Aural Training I-IV	7	2	2	2	1				
Music Literature, History 147, 247-48	8	2		3	3				
Conducting 216, 316	4				2	2			
Orchestra and Band Arranging 312	2					2			
Form and Analysis 313	2						2		
<b>(4) EDUCATION COURSES (38 Hours)</b>									
MUS 110	2		2						
EDU 115	1		1						
EDU 200	2			2					
EDU 220	3				3				
EIS 265	3			3					
EDU 344 or 350	3					3			
EIS 379	2							2	
MUS 363	3					3			
MUS 373, 374	4						4		
EDU 400	2							2	
EDU 416M, 430, 468	12							12	
MUS 415	1					1			
<b>GENERAL EDUCATION (28 Hours)</b>									
Introduction to the Liberal Arts 100	3	3							
Exploring the Liberal Arts 300	3						3		
English 101	3	3							
Natural Science or Mathematics	3								3
Social Sciences: Psychology 101	3		3						
Arts, Humanities (except MUS)	6						3		3
(5) Oral Communication CTA 100	2		2						
(6) Health, Physical Education	2								2
Other Cultures	3								3
<b>(7) TOTAL</b>	<b>132</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>15</b>	<b>17</b>	<b>18</b>	<b>14</b>

(1) Students must enroll in the following classes: Woodwinds 273-74, Percussion 270, Brass 371-72.

(2) Proficiency exams must be passed before student teaching.

(3) 2 hrs. must be in an instrumental ensemble

(4) Education courses carry specific GPA requirements. Please consult the college catalog.

(5) May be waived by examination; no credit given.

(6) Maximum hours allowed in Health/Physical Education: 3 hours

(7) Total may exceed 17 hr. limit with ensemble credit.

**Student Teaching Semester:** Student teaching field assignments take first priority in terms of time and commitment during the final student teaching semester. *Ensembles:* Please sign up for one Major Ensemble; come to rehearsals as your student teaching schedule allows. *Lessons:* no applied lessons or Senior Recital is to be scheduled while the student is in the public schools completing a student teaching field assignment.



## BACHELOR OF MUSIC (Theory/Composition)

Required Courses	Recommended Distribution								
		Year 1		Year 2		Year 3		Year 4	
<b>PERFORMANCE (40 Hours)</b>									
Composition 125-246	16	1	1	2	2	2	2	3	3
Performance Area	10	2	2	1	1	1	1	1	1
(1) Piano Class (185-86)	4	2	2						
Piano for Composition Majors, 339-40	2					1	1		
Ensemble 100-400	8	1	1	1	1	1	1	1	1
Performance Class 051-058	0	0	0	0	0	0	0	0	0
Recital/Project 499	0								0
<b>THEORETICAL MUSIC (44 Hours)</b>									
Music Theory I-IV	8	2	2	2	2				
Aural Training I-IV	7	2	2	2	1				
Music Literature, History 147, 247-48	8	2		3	3				
Introduction: Music Technology 160	1		1						
Counterpoint 209	2							2	
Conducting 216	2				2				
New Trends in Music 305	2					2			
20th Century Comp. Techniques 306	2							2	
Counterpoint 309, 310	4			2	2				
Orchestration, Band Arranging 312	2					2			
Form and Analysis 313, 314	4						2	2	
Pedagogy, History of Theory	2						2		
<b>MUSIC ELECTIVES (8 Hours)</b>	8				2		2		4
(2) GENERAL EDUCATION (36 Hours)	36	3	6	3		6	6	6	6
(3) TOTAL	128	15	17	16	16	15	17	17	15

(1) Or secondary applied area, if major instrument is piano

(2) See page 84 for distribution requirements.

(3) Total may exceed 17 hr. limit with ensemble credit.



## BACHELOR OF ARTS/SCIENCES (Liberal Arts degree with music major)

Required Courses	Recommended Distribution								
		Year 1		Year 2		Year 3		Year 4	
<b>PERFORMANCE (46 Hours)</b>									
Major Performance Area	10	1	1	1	1	1	2	2	1
(1) Piano Class (185-86)	4	2	2						
Music Theory I-IV	4	2	2						
Aural Training I-IV	4	2	2						
Music Literature, History 147, 247-48	8			2		3	3		
(2) Music Electives	8	1	2				2	2	1
Ensemble 100-400	8	1	1	1	1	1	1	1	1
Performance Class 051-058	0	0	0	0	0	0	0	0	0
Recital/Project 499	0								0
<b>GENERAL EDUCATION (48 Hours)</b>									
Introduction to the Liberal Arts 100	3	3							
Exploring the Liberal Arts 300	3					3			
(3) Oral Communication, CTA 100	2					2			
English 101	3	3							
(4) Health, Physical Education	2								2
(5) Additional courses	35	3	6	4	6	3	6	3	4
(6) ELECTIVES	33		2	6	6	2	3	9	5
(7) TOTAL	127	18	18	14	14	15	17	17	14

(1) Secondary applied area, if major instrument is piano.

(2) Music electives may be chosen from any music course designated for music majors, including applied instruction (excluded are MUS 149, 252)

(3) May be waived by examination; no credit given.

(4) Maximum hours allowed in Health/Physical Education: 3 hours.

(5) Please see college catalog for required course selections for Bachelor of Arts or Bachelor of Science degrees.

(6) Elective hours may be used to create a second major or a minor program.

(7) Total may exceed 17 hr. limit with ensemble credit.



## BACHELOR OF MUSIC (Emphasis in Music Industry)

Required Courses	Recommended Distribution								
		Year 1		Year 2		Year 3		Year 4	
<b>MUSIC COURSES (28 Hours)</b>									
Major Performance Area	10	1	1	1	1	1	2	1	2
(1) Piano (185-86)	4	2	2						
(2) Instrumental Methods	6			1	2	2	1		
Ensemble 100-400	8	1	1	1	1	1	1	1	1
Perf. Class 051-058	0	0	0	0	0	0	0	0	0
Recital/Project 499	0								0
<b>THEORETICAL MUSIC (33 Hours)</b>									
Music Theory I-IV	8	2	2	2	2				
Aural Training I-IV	7	2	2	2	1				
Music Literature, History 147, 247-48	8	2		3	3				
Conducting 216	2						2		
Orchestra and Band Arranging 312	2							2	
Music Industry 318	3					3			
Internship 370	3								3
(3) MUSIC ELECTIVES (9 Hours)	9				1	3	1	2	2
<b>GENERAL EDUCATION COURSES (34 Hours)</b>									
Introduction to the Liberal Arts COR 100	3	3							
Exploring the Liberal Arts COR 300	3						3		
(4) Oral Communication CTA 100	2			2					
English 101	3		3						
(5) Health, Physical Education	2								2
Natural Sciences/Math: MTH 115	3	3							
Social Sciences: ECO 251	3					3			
Arts, Humanities (except MUS)	6						3		3
Other Cultures	3							3	
Elective: MTH 121	3		3						
Additional course: MTH 210	3			3					
<b>BUSINESS COURSES (26 Hours)</b>									
ACC 153 Accounting Lab	2	2							
ACC 253 Financial Accounting	3		3						
ACC 254 Managerial Accounting	3			3					
ECO 252 Macroeconomics	3				3				
BAE 354 Managerial Finance	3						3		
BAE 359 Marketing	3					3			
BAE 360 Operations Management	3							3	
CPS 100 Introduction to Computers	3				3				
CTA 357 Public Relations	3							3	
(6) TOTAL	130	18	17	18	17	16	16	15	13

- (1) Or secondary applied area, if major instrument is piano.
- (2) Students must enroll in the following classes: Woodwinds 273-74, Percussion 270, Brass 371-72.
- (3) It is suggested that music electives be chosen from the following: Studio Management, Care and Repair of Instruments, Conducting, or Applied Music. Careful consideration should be given to the use of internship for elective hours.
- (4) May be waived by examination; no credit given.
- (5) Maximum hours allowed in Health/Physical Education: 3 hours.
- (6) Total may exceed 17 hr. limit with ensemble credit.



## BACHELOR OF MUSIC (Performance, emphasis in Piano, Organ, Instrumental Pedagogy)

Required Courses	Recommended Distribution							
	Year 1		Year 2		Year 3		Year 4	
<b>PERFORMANCE (38 Hours)</b>								
(1) Major Performance Area	22	2	2	3	3	3	3	3
(2) Piano 185-86, 285-86	7	2	2	2	1			
Strings 379	1						1	
Ensemble 100-400	8	1	1	1	1	1	1	1
Perf. Class 051-058	0	0	0	0	0	0	0	0
Recital/Project 499	0							0
<b>THEORETICAL MUSIC (39-40 Hours)</b>								
Music Theory I-IV	8	2	2	2	2			
Aural Training I-IV	7	2	2	2	1			
Music Literature, History 147, 247-48	8	2		3	3			
Conducting 216, 316	4				2	2		
Counterpoint 309, 310	4					2	2	
Orchestration, Band Arranging 312	2					2		
Form and Analysis 313	2						2	
Music Education 110	2		2					
Music Education 363, 373 or 374	2-3							2-3
<b>SPECIALIZED COURSES (14 Hours)</b>								
Studio Management 368	2							2
Pedagogy, Major Performance Area	2				2			
Literature, Major Performance Area	2						2	
Church Music 338 (req. for Organ major)							(3)	
Music Industry 318	3					3		
(4) Independent Study or Elective	2							2
Internship 370	3							3
<b>MUSIC ELECTIVES (6 Hours)</b>	6			2			2	2
<b>GENERAL EDUCATION (31 Hours)</b>								
Introduction to the Liberal Arts 100	3	3						
Exploring the Liberal Arts 300	3					3		
English 101	3	3						
Natural Science or Mathematics	3		3					
Social Sciences: Psychology 101	3		3					
Arts, Humanities (except MUS)	6							3
(5) Oral Communication, CTA 100	2			2				
(6) Health, Physical Education	2							2
Other Cultures	3							3
Elective: Accounting 153	2						2	
(7) TOTAL	128	17	17	17	15	16	15	17

- (1) Instrumental majors will devote 4-6 performance hours on other instruments in their classification. Example: Clarinet majors would study saxophone, flute, double reed and percussion; trumpet majors would study trombone, baritone, French horn and percussion.
- (2) If performance area is piano, at least 2 hours should be in organ.
- (3) Organ majors take piano pedagogy.
- (4) Determined in conjunction with the advisor.
- (5) May be waived by examination; no credit given.
- (6) Maximum hours allowed in Health/Physical Education: 3 hours.
- (7) Total may exceed 17 hr. limit with ensemble credit.



## BACHELOR OF MUSIC (Performance with emphasis in Vocal Pedagogy)

Required Courses	Recommended Distribution							
	Year 1		Year 2		Year 3		Year 4	
<b>PERFORMANCE (37 Hours)</b>								
Major Performance Area	22	2	2	3	3	3	3	3
Piano 185-86, 285-86	7	2	2	2	1			
Ensemble 100-400	8	1	1	1	1	1	1	1
Perf. Class 051-058	0	0	0	0	0	0	0	0
Recital/Project 499	0							0
<b>THEORETICAL MUSIC (43-44 Hours)</b>								
Music Theory I-IV	8	2	2	2	2			
Aural Training I-IV	7	2	2	2	1			
Music Literature, History 147, 247-48	8	2		3	3			
Conducting 216, 316	4				2	2		
Counterpoint 309, 310	4					2	2	
Orchestration, Band Arranging 312	2					2		
Form and Analysis 313	2						2	
Music Education 110	2		2					
Music Education 363 or 373	2-3							2-3
Italian and German Diction 118	2		2					
French Diction 218	2				2			
<b>SPECIALIZED COURSES (12 Hours)</b>								
Studio Management 368	2							2
Vocal Pedagogy 415	2							2
Song Literature 492	2						2	
Music Industry 318	3					3		
Internship 370	3							3
<b>MUSIC ELECTIVES (5 Hours)</b>	5						2	2
<b>GENERAL EDUCATION (30 Hours)</b>								
Introduction to the Liberal Arts 100	3	3						
Exploring the Liberal Arts 300	3						3	
English 101	3	3						
Natural Science or Mathematics	3							3
Social Sciences: Psychology 101	3		3					
Arts, Humanities: French 101	3					3		
Arts, Humanities: German 111 or Italian 101	3			3				
(1) Oral Communication, CTA 100	2		2					
(2) Health, Physical Education	2							2
Other Cultures	3							3
Elective: Accounting 153	2							2
<b>(3) TOTAL</b>	<b>128</b>	<b>17</b>	<b>18</b>	<b>16</b>	<b>15</b>	<b>16</b>	<b>15</b>	<b>15</b>

- (1) May be passed by examination.
- (2) Maximum hours allowed, Health/Physical Education: 3 hours
- (3) Total may exceed 17 hr. limit with ensemble credit.



## NON-DEPARTMENTAL AND INTEGRATED STUDIES

The College has traditionally provided opportunities for courses which integrate topics from various disciplines. In addition, this category includes courses which bring greater innovation and flexibility to the curriculum. Some of these courses satisfy parts of the General Education Requirements or parts of the requirements for specific majors.

**100. College Studies** (1-3 sem. hrs.). Courses designed to complement departmental studies by examining problems which are interdisciplinary in nature or which lie outside the boundaries of the traditional departmental programs. Topics addressed reflect the needs, experience and interest of the faculty and student body.

**101. Portfolio Preparation** (1 sem. hr.). (Fee)

**106. Introduction to India** (3 sem. hrs.). A cultural investigation of the religions, arts and literature of India, concentrating on current social-historical trends.

**107. Introduction to China** (3 sem. hrs.). Brief survey of some of the important themes and ideas in Chinese culture.

**108. Introduction to Japan** (3 sem. hrs.). A social-historical introduction to Japanese culture, giving special attention to fine arts, crafts and social customs.

**112. Women in Art** (3 sem. hrs.). Examines the contributions of women to the history of Western art. The achievements of women in painting, sculpture, and the decorative arts are explored in light of historical, cultural and social conditions. Studio practice in techniques associated with the decorative arts (needlework, quilting, basketry, etc.) is included.

**113-114. Principles and Methods of Yearbook Production** (2 sem. hrs.). This course offers students the opportunity to develop practical skills in writing, photography, digital technology and electronic paste-up while learning the production and marketing methods necessary to create a successful scholastic yearbook. Students enrolled in the course will learn by working as part of the creative team for *The Aurora*, Heidelberg's college yearbook. Fall semester will focus on planning, design and marketing practices associated with creating a yearbook, while spring semester will place more emphasis on production methods. (Fall and Spring)

**115. Introduction to Islamic Civilization** (3 sem. hrs.). A study of the religion, arts, sciences, literature and cultures of the Islamic world.

**116. Career Exploration** (1 sem. hr.). This course will provide an overview of the career development process through self-assessment, career exploration and the development of job search techniques. The course is designed to assist students with decision-making and goal setting skills through researching and analyzing career options, exploring the meaning of work as well as trends in the workplace so that they are able to make a successful transition from college to the working world. (Fall and Spring)

**118. Building College Reading Skills** (1 sem. hr.). This course is designed to help students build reading skills so that they can use vocabulary in context, recognize main ideas and supporting details, distinguish between facts and opinions, and understand purpose and tone.

**120. Latin American Cultural History** (1 or 2 sem. hrs.). One-to-two-week trip to Peru, Argentina, or other Latin American nation during vacation period. One credit hour if supplemented with classroom preparation in language, culture and history. Two credit hours if supplemented with a paper.

**128. The Learning Process in an Academic Environment** (2 sem. hrs.). In this course, the student will develop effective thinking skills so he or she can form a hypothesis, examine and process relevant information, organize research notes, identify main concepts, think logically, understand test and assignments directions, and other relevant skills necessary to develop full potential as a learner and participant in a learning environment.

**199. Beginning Chinese I** (3 sem. hrs.).

**200. Beginning Chinese II** (3 sem. hrs.). Prerequisite: NDI 199.

**206. Introduction to US/Mexico Border Issues** (1-2 sem. hrs.). A study of the cultural, social and political realities affecting the US/Mexico border, with special emphasis on immigration, poverty and refugees. Each student must participate in a week-long trip to the Texas/Mexico border during spring break. This course may be repeated once for academic credit.

**255. Integrated Arts in Early Childhood** (3 sem. hrs.). Emphasis on materials and techniques to understand and support development of art, music, drama and movement abilities in young children ages 3-8. Integrating art, music, drama and movement education experiences throughout the curriculum in preschool and early elementary school settings will be the focus. Students will become familiar with the standard of the Consortium of Arts Education Association and appropriate Ohio Competency-Based Models to use in guiding instruction. Note: Due to the nature of this course, a one-hour lab has been built in to allow adequate time for studio experience. Co- or Prerequisite: GPA 2.5, EDU 200 or PSY 206. (Fall and Spring)

**301. Literature and Fine Arts** (3 sem. hrs.). An interpretive study of the arts and culture of the Western world from the prehistoric period through the Renaissance. The connections between music, dance, drama, literature and the visual arts will be explored through theories that address the origin, purpose and major themes of human aesthetic expression.

**302. Literature and Fine Arts** (3 sem. hrs.). An interpretive study of the arts and culture of the Western world from the Baroque period, with special emphasis placed on the nineteenth and twentieth centuries. Various theories concerning the advancement of the visual arts, music, film, drama, literature and dance will be studied.

**310. Integrated Social Studies** (3 sem. hrs.). Using the Ohio Social Studies Curriculum model as a guide, students will integrate content from the various social studies using a thematic approach. Prerequisites: Minimum GPA 2.60 to enroll. EDU 220, EIS 265. (Fall only)

**322. Asian Literature and Fine Arts** (3 sem. hrs.). Study of the main motifs of the literature and arts of India, China and Japan. In literature, belles-lettres rather than religious-philosophical works will be emphasized.

**340. Women's Voices in Latin America** (3 sem. hrs.). An exploration of Latin American social issues through the study of testimonial literature, novels, short stories, poetry, and drama written by women. The course is conducted in English. (Fall of even-odd years)

## PHILOSOPHY (See Religion and Philosophy)

## PHYSICS

Professors Reno and Lemley; Associate Professor Velasquez.

Physics deals with the structure and properties of matter, the transformation and propagation of energy and the relationships between matter and energy. Students enrolled in physics can learn physics principles that can be applied to everyday situations and to modern technology. Students can also learn the consequences of physics in regard to its philosophical implications and social impact. Students can become involved creatively in independent research.

**Major:** 34 semester hours including PHY 101-102 or 111-112, 216, 217, 218, 331, 332, 391, and 490.

**Major Allied Courses:** CHM 101-102, MTH 222, MTH 223, and MTH 307. It is strongly suggested that students take a course in Computer Science at the 200 level or higher.

**Recommended Electives:** CHM 305, CHM 404, CPS 201, CPS 202, MTH 302, MTH 303, MTH 308, MTH 310, MTH 403.

**Minor:** 19 semester hours including PHY 101-102 or 111-112, 217, 218, and five additional hours of physics to include at least one 300+ level course. May not use PHY 103 or 215.

**Minor Allied Courses:** MTH 222, MTH 223, and MTH 307.

**100. Introduction to Physical Principles** (3 sem. hrs.). Designed for students who need some knowledge in this field but do not wish to take a full-year course in general physics. Some of the most important physical principles and their applications are studied with emphasis on experimental facts upon which these principles are based and on use of the scientific method of deriving them. (Cannot be included in major.) (Fall only)

**101-102. General Physics** (4 sem. hrs.). An algebra-based year long sequence that covers the principles and methods of physics with applications to mechanics, heat, sound, electricity, magnetism, light and atomic and nuclear physics. This class meets three recitation hours and one 2-hour laboratory period per week. Laboratory must be taken concurrently with the lecture. Recommended for Biology and related majors. Prerequisite: Two years of high school mathematics including algebra (for PHY 101), and PHY 101 for PHY 102. (Every year)

**104. Introduction to Photography** (3 sem. hrs.). Provides an introduction to black and white photography with an emphasis on the technical aspects of the 35-mm camera. Darkroom techniques including film developing, printmaking, burning, dodging, and re-touching are presented. Digital image processing using current software will also be covered in detail. A lab fee will be charged. The class is open to all students. This course does not fulfill the Natural Science General Education Requirement and cannot be applied toward a Physics major nor the physics minor.

**111-112. General Physics** (4 sem. hrs.). A calculus-based year long sequence that covers the principles and methods of physics with application to mechanics, heat, sound, electricity and magnetism, light and optics, and modern physics. More mathematically detailed than Physics 101-102. This class meets three recitation hours and one 2-hour laboratory period per week. Laboratory must be taken concurrently with the lecture. Recommended for Science and Math majors. Prerequisite: At least concurrent enrollment in MTH 222 (for PHY 111); MTH 223, and PHY 111 (for PHY 112). (Every year)

**172. Introduction to Astronomy** (3 sem. hrs.). Elementary study of the structure and evolution of the planets, the sun and the solar system, other stars and star systems, galaxies and the universe. The possibility of extra-terrestrial life is also discussed. (Cannot be included in major.) (Fall and Spring)

**215. Digital Electronics** (3 sem. hrs.). Emphasis is on experimental work based on integrated circuits, computer hardware, digital logic and memory circuits. One recitation hour and two 2-hour laboratories per week. This course does not meet Group VI, General Education Requirements. (Cannot be included in the Physics major or the Physics minor.) (Fall of odd-even years)

**216. Electronics** (4 sem. hrs.). Analysis of modern electronics including DC and AC circuits, semi-conductor devices, and analog circuits. This class covers diode, transistor, and operational amplifier circuits. Applications include power supplies, amplifying circuits, low-pass filters, and high-pass filters. Prerequisite: PHY 102 or PHY 112 or equivalent. (Fall of even-odd years)

**217-218. Modern Physics I & II** (3 sem. hrs.). Year long sequence that covers the theory of relativity, particle aspects of radiation, quantum theory and its application to atoms and nuclei. This class meets three hours of recita-

tion per week. Prerequisites: PHY 102 or PHY 112, and at least concurrent enrollment in MTH 307 (for PHY 217); successful completion of PHY 217 and MTH 307 (for PHY 218). (Even-odd years)

**328. Thermal Physics** (3 sem. hrs.). A unified introduction to thermodynamics, statistical mechanics and kinetic theory. Statistical methods, systems of particles, microscopic and macroscopic interpretation of thermodynamic properties, applications of thermodynamics, kinetic theory and quantum statistics. Prerequisites: PHY 218 and MTH 307. (Fall of even-odd years)

**331. Electricity and Magnetism** (3 sem. hrs.). Study of the sources, properties and effects of electric and magnetic fields, emphasizing a mathematical description of field phenomena in vacuum and material media. Prerequisites: MTH 307 and PHY 218. (Spring of odd-even years)

**332. Mechanics** (3 sem. hrs.). Origin and development of classical mechanics, mathematical techniques, conservation laws, orbit theory and rigid-body dynamics. Prerequisite: MTH 307 and PHY 218. (Fall of odd-even years)

**337. Optical Physics** (3 sem. hrs.). An introduction to physical optics, quantum theory of light, optical spectra and laser optics. Wave nature of light, interference, diffraction, optics of solids, opto-electronics, light quanta, optical spectra and laser optics. Prerequisites: PHY 218 and MTH 307.

**346. Solid State Physics** (3 sem. hrs.). Introduction to the physics of solids, crystallography, phonons, band theory, and the origins of magnetism. Semiconductors and superconductors are also discussed. Prerequisites: PHY 218 and MTH 307. (Spring of even-odd years)

**370. Internship** (4 to 15 sem. hrs.). Qualified students may receive credit for off-campus experience in an industrial or government laboratory. Departmental approval is required.

**391. Advanced Laboratory** (2 sem. hrs.). Experiments selected from mechanics, heat, acoustics, optics, spectroscopy, electromagnetism, electronics, radioactivity and nuclear physics. Qualified students may select project or research activities with approval of instructor. Six hours of laboratory and library work each week. This is the junior level discipline specific communication requirement for the physics major. Prerequisite: Physics 218 and MTH 307. Open to juniors and seniors. (Every semester)

**402. Physics Seminar** (1 sem. hr.). Student and faculty reports on current areas of research in various fields of physics. Object is to help the student learn how to present technical material and to promote discussion and independent study.

**451, 452. Independent Study** (1-3 sem. hrs.). With the consent of department chairman, student may do independent work on a program in experimental or theoretical physics.

**475, 476. Honors Course** (3 sem. hrs.). Permission of chair required.

**490. Physics Capstone** (2 sem. hrs.). The course is required of all physics majors and is to be taken during the junior or senior year. A laboratory research project performed during the semester is to be written up. Two oral presentations of this work will be given to general student and professional peer groups. Open to juniors and seniors. Prerequisite: PHY 391. This is the senior capstone experience for the physics major.

## POLITICAL SCIENCE AND ANTHROPOLOGY

Professors Bing (Chair), Oliver and Pratt; Associate Professors Barga and Bush; Assistant Professor O'Reilly.

The Department of Political Science and Anthropology offers majors in Political Science and Anthropology. Minors are offered in Legal Studies, Political Science, Archaeology, and Cultural Anthropology. The department also administers the College's Pre-Law Program. The combination of these programs into one department encourages cooperation in the development of innovative interdisciplinary and other special programs for students.

### POLITICAL SCIENCE

Since politics is a central and enduring reality of the world in which we live, political science interacts with virtually all other areas of human concern. Courses in political science describe and analyze political activity in local communities, nation states and world forums; and—emphasizing the key roles of power and legitimacy—they make use of statistical reasoning and other tools of the behavioral sciences. Ethics is a key aspect of the study of the world of politics. Through the study of political science, students considering employment in law, public relations, foreign service, public administration, business and industry, teaching and journalism find ideas and insights that both enrich their personal lives and strengthen their competencies for a chosen career.

During their junior year, students may gain practical work and study experience by participating in various internships in local and state government, or in the Washington Semester program.

**Political Science Major:** A Political Science major shall consist of 30 semester hours in Political Science. Majors must take either 121 or 127, though both are recommended. In addition, majors take two of the following: 240, 250, 263, and 270; and one of the following: 235, 236, and 237. Also required are 344, 376, 377, 408, and either POL 409 or ITS 409 (with permission of the ITS and POL Chair).

**Minor in Political Science:** The minor in Political Science will assist students in improving their knowledge of political institutions and current issues, and developing skills needed for active, ethical citizenship.

**Minor in Political Science** (18 hours). Must include the following:

- (1) POL 121 or 127
- (2) One of the following: POL 240, 250, 263, 270
- (3) POL 344
- (4) One of the following: POL 376, 377, 408
- (5) One of the following: POL 409, ITS 409
- (6) Plus 3 additional POL hours

Not available to POL majors.

**Minor in Legal Studies:** The goal of the Legal Studies minor is to enhance knowledge of the legal system for those students interested in legal issues, considering law school and/or careers in the legal professions, or interested in the many interfaces between society and the law.

**Minor in Legal Studies** (18 hours). POL 200, 235, 236, 377; plus any 6 hours from the following: BAE 318, 319, ECO 346, BIO 361, and CTA 375. Students may major in POL and minor in Legal Studies.

**121. Global Politics** (3 sem. hrs.). Introduction to the study of international relations between—and comparisons of—nation states, economic actors, international organizations, and the peoples of the world. (Fall only)

**127. American National Government** (3 sem. hrs.). Introduction to American political thought, national political institutions and policy making, participation in the political system, and current issues in American society. (Spring only)

**200. Introduction to Political Philosophy** (3 sem. hrs.). The normative tradition and great thinkers in political inquiry. (Spring only)

**235. The Constitution and the Structure of Government: Struggles for Power** (3 sem. hrs.). Introduction to the Constitutional framework of the United States government and the role of the Supreme Court in interpreting the Constitution. (Fall only)

**236. The Supreme Court and Individual Rights** (3 sem. hrs.). The study of the fundamental legal issues relating to personal liberties and justice in the United States with particular emphasis on the freedom of speech, freedom of religion and the rights of the accused in the criminal justice system. (Spring only)

**237. Local U.S. Government** (3 sem. hrs.). A study of local government institutions, practices, and issues, with an emphasis on local government and administration in Ohio. The course will introduce comparative materials where appropriate to better explore linkages between local and central governance, both theoretical and actual.

**240. African Politics** (3 sem. hrs.). This course will explore the problems of nation-building as illustrated by the experiences of the post-independence societies of Sub-Saharan Africa. The interrelationship of political, social and economic forces as well as the role of external actors and forces, including the international community, will be analyzed. The course will also focus upon interstate conflict and cooperation as well as subnational rivalries and processes. (Fall only)

**250. Latin American Politics** (3 sem. hrs.). An examination of the political systems of Latin America, with an emphasis on models of change and development, and the relationships between Latin America and the larger global environment. (Spring only)

**263. European Politics** (3 sem. hrs.). This course introduces European political, economic and security relationships at the national, subnational and supranational levels. The structure and behavior of competing organizations and actors will be examined to help determine the future direction of the European Community, the nation state and regional security arrangements. (Fall only)

**270. Asian and Pacific Rim Politics** (3 sem. hrs.). An examination of the political systems of Asian and Pacific Rim states with particular emphasis on ethnic conflict, economic development and environmental issues as representative political issues.

**344. Advanced Research Methods** (3 sem. hrs.). An advanced course in research methods: this course will assist students with library research, review the basic operations of confirmatory data analysis and explore computer-based exploratory data analysis techniques. Laboratory experience included in the course.

**360. International Organizations** (3 sem. hrs.). The study of the processes and structure of international organizations through participation in hands-on simulations such as the Model United Nations or Model North Atlantic Treaty Organization. Students in this course will study international organizations, the issues before them and back-

ground information of the countries that they choose to represent. This course may be taken a second time for credit. There is a lab fee for this course. (Spring only) Prerequisite: Sophomore status or above.

**370. Internships in Political Science** (1-15 sem. hrs.). Opportunities for experiential learning in law and public affairs at the local, state and federal levels. Permission of the department required.

**376. Global Issues I: War and Peace** (3 sem. hrs.). The evolution of warfare in human society and the parallel development of alternatives to violence are examined. The writings of major military philosophers and historians, as well as modern analysts, are used to illuminate the nature of war, arms races and the relationships between war, nation states, technology and politics. The latter part of the course focuses upon theories and methods of non-violent conflict resolution. Open to juniors and seniors. Junior level discipline specific communication requirement. (Spring only)

**377. Global Issues II: Human Rights and Social Justice** (3 sem. hrs.). Why are there such disparities between wealth and poverty within and between nations? How can governments respect divergent beliefs and behaviors while maintaining cohesion and sustaining common purpose? This course will explore the challenges of providing human rights, economic justice and basic political freedoms within and between states. Junior level discipline specific communication requirement. (Spring only)

**380. Topics in the Study of Politics and Government** (3 sem. hrs.). An exploration of an aspect of the methodology of politics science and/or a topic in the study of politics and governance.

**401, 402. Independent Study** (1 to 3 sem. hrs.). With the instructor's approval the student may do independent reading or research.

**403. New Approaches to Politics and Government** (1 sem. hr.). Reading and discussion of current writings in the field of political science, the nature of government, current political issues and significant governmental policies. (On demand)

**408. Classic Texts in Political Science** (3 sem. hrs.). The reading and discussion of classic texts in political science. Prerequisite: Senior standing. (Fall semester each year)

**409. Capstone in Political Science** (3 sem. hrs.). An examination of political science career paths, the preparation of research papers on selected topics, and the further development of knowledge in the field, as well as research, writing and oral communication skills. (Fall only) This course emphasizes the study of American politics. Students who have a strong interest in global affairs, may with permission instead take ITS 409 - the capstone course in International Studies.

**475, 476. Honors Course** (3 sem. hrs.).

## ANTHROPOLOGY

Anthropology is a traditional liberal arts discipline which considers the nature and dynamics of human culture and society. Humans are to a large degree the product of their specific social setting and associated cultural tradition, thus our vision of the world around us is often blocked by the limitations of our own circumstances. Anthropology addresses this tremendous variation in the human experience.

**Major:** Minimum of 40 hrs. including the following requirements

ANT 200, 205 & 210	9 hrs.
ANT 255 & ANT 230	6 hrs.
ANT 250-51 or choose two additional 300 level ANT courses	6 hrs.
ANT 330 OR 300	3 hrs.
ANT 310, 315, 320, 340, 305, 401-2 or any ANT courses	9 hrs.
ANT 410 or 347	3 hrs.
ANT 400 Theory	3 hrs.
ANT 490 Capstone Experience in Anthropology	1 hr.

**Allied Courses:** 12 hours selected from the following with consent of the advisor; History, Political Science, English, Geology, Biology, Business Administration, Economics and Non-Departmental and Integrated Studies.

Minors in Anthropology are designed to permit students to focus on cultural diversity and issues of contemporary cultural change OR to focus on the cultural evolution and analysis of the material record of cultural development. The minors are designed to introduce basic concepts and terminology as well as an introduction to anthropological research for those majoring in related fields, or for those desiring an experience in anthropology.

**Minor: Archaeology** 21 hrs.

The minor in Archaeology provides an introduction to the field and a basic understanding of the nature of material cultural remains and the recovery and interpretation of the archaeological record. Students will be introduced to field research and reporting of results. The minor is designed to help students meet minimum level experience requirements for entering the field of historic preservation or for pursuing a graduate degree in anthropological archaeology.

ANT 210	3 hrs.
ANT 100 or 200	3 hrs.
ANT 255	3 hrs.
ANT 250-251	6 hrs.
ANT 310, 330 or 340	3 hrs.
ANT 410	3 hrs.

**Minor: Cultural Anthropology** 21 hrs.

The minor in Cultural Anthropology provides an introduction to the field and a basic understanding of the nature of cultural diversity. The Cultural Anthropology minor also explores the process of cultural stability and change, through focused examination of ethnographic data from a wide range of sources.

ANT 200	3 hrs.
ANT 205 or 210	3 hrs.
ANT 300	3 hrs.
ANT 305	3 hrs.
ANT 230, 315 or 340	3 hrs.
ANT 347	3 hrs.
ANT 400	3 hrs.

**100. Anthropology: An Introduction** (3 sem. hrs.). Introduction to the nature and use of anthropological and social science concepts and theories in the analysis of humans, human culture and social institutions. Open to first-year students only. (Fall and Spring)

**200. Cultural Anthropology** (3 sem. hrs.). Introduction to the field of anthropology and ethnology. Special attention will be given to the concept of ethnocentrism as well as the comparative study of the structure of aspects of society such as subsistence and demographic patterns, social organization, religion and world view. (Fall only)

**205. Physical Anthropology** (3 sem. hrs.). An introduction to Physical Anthropology. This course considers the origins, development and variation in humans by examining the physical relationships between humans and other primates, the biological and cultural evolution of our species and variation within existing populations. Finally, the course will consider modern human adaptation and its effects on ourselves and our surroundings. (Spring only)

**210. Introduction to Archaeology** (3 sem. hrs.). Modern archaeology draws much of its theory and goals from anthropology. This course will show how archaeologists use fragmentary traces left by past peoples to develop an anthropological understanding of their cultures. The class will explore the variety of ways archaeologists investigate such things as prehistoric diet, social life, politics, technology, art and religion. Topics to be covered include: the nature of archaeological information, dating techniques, interpretation of material objects and archaeological ethics. Studies from around the world will be used to illustrate the shifts in human history (the origins of agriculture, the origin of cities, etc.), the range of human adaptation in the past and the general sequence of social evolution. The course will provide an understanding of how and why we study past societies, as well as the unique contribution archaeology can make to understanding ourselves. (Fall only)

**230. Contemporary U.S. Social Issues** (3 sem. hrs.). An analysis of selected American social problems, i.e. race, poverty, gender, medical care, environment. The problems will be viewed from different theoretical perspectives in Sociology and Anthropology.

**250. Archaeological Field and Laboratory Methods** (3 sem. hrs.). Introduction to field and laboratory methods in archaeology through participation in excavation of an archaeological site. Students will learn fundamental excavation and recording techniques, initial stage laboratory processing and analysis, and general principles of field research. Full-time participation for three weeks at an off campus location. To be taken concurrently with ANT 251. (Summer)

**251. Archeological Field Experience** (3 sem. hrs.). Two weeks intensive supervised experience in archaeological field work. To be taken concurrently with ANT 250. (Summer)

**255. Analysis of Cultural Materials** (3 sem. hrs.). A fundamental aspect of archaeology is the identification, classification and analysis of the cultural remains recovered from archaeological excavations. This course presents students with an introduction to the archaeological record through consideration of an actual archaeological database in a laboratory setting. Background information on the manufacture, use and deposition of various cultural materials will be presented along with the taphonomic processes which lead to the recovery of these materials in archaeological contexts. Students will carry out artifact processing and analysis in an experiential learning situation. The course will utilize collections located at the Center for Military and Historic Archaeology laboratories at Heidelberg College. (Due to constrained lab space and the intensive nature of this course, it will be limited to ten students per section). (Fall only)

**300. Native North Americans** (3 sem. hrs.). This course examines the ethnology of various Native American societies in a comparative manner. Special emphasis is given to the environmental adaptation, family organization and world view and ethnohistory of each culture. The current status of each group will be discussed. Prerequisite: ANT 100, 200, or 210. (Fall only)

- 305. Peoples and Cultures of Africa** (3 sem. hrs.). The course examines the ethnology of various African cultures in a comparative manner. Special emphasis is given to the environmental adaptation, ethnohistory and the effects of globalization of each culture. The current status of each group will be discussed. Prerequisite: ANT 100, 200, or 210.
- 310. Historic and Military Archaeology** (3 sem. hrs.). All archaeology shares the premise that the material culture of a society is systematically related to human behavior and the norms of the larger cultural system. Not all archaeological data must come from the ground, however. Historic and Military Archaeology studies the material culture of literate societies and interprets the “artifacts” of those societies within the larger context of what we know of them historically. This course is designed as an introduction to historical archaeology, with an emphasis on the archaeology of military sites. Special attention will be given to the archaeological and historical records associated with 18th and 19th century military battlefields, fortifications, encampments, prisons, and their impact to the larger cultural landscape. Prerequisite: ANT 100, 200 or 210.
- 315. Selected Topics in Anthropology** (3 sem. hrs.). Designed to explore material and topics not available through regular course offerings. Nature and content to be announced at pre-registration. Prerequisite: ANT 100 or 200 or 230. (Spring of even-odd years)
- 320. Contemporary Issues in Anthropology** (3 sem. hrs.). This course is designed to address issues current in anthropology from a comparative, multicultural perspective. Human problems such as population control, human rights issues, environmental degradation, nationalism, racism and ethnocentrism will be explored. Prerequisite: ANT 100 or 200 or 230. (Spring only)
- 330. Historic Preservation** (3 sem. hrs.). This course will cover in an introductory way all aspects of Cultural Resource Management and Historic Preservation. Major topics include federal historic preservation legislation, cultural resources (historic and prehistoric archaeology, historic structures), the National Register of Historic Places, Section 106 and 110 of the NHPA, historic preservation planning and state historic preservation plans. The course will utilize historic architectural examples as well as prehistoric and historic archaeological sites. Greater emphasis will be placed on how to evaluate historic properties for National Register eligibility than on the process. Prerequisite: Previous course in Anthropology or American History. (Fall of even-odd years)
- 340. Archaeology of North and Central America** (3 sem. hrs.). Drawing on the fact that the ancient New World was a dazzling treasure house of non-western political thought and organizations, this course uses archaeology and ethnohistory to document and make comparative sense of the rich variety of prehistoric cultures which existed in pre-Columbian North and Central America. The following topics and examples of ancient societies are covered in the course: the peopling of the New World, the Anasazi, Teotihuacan, Toltec, Maya and Aztec. Prerequisite: ANT 210. (Spring of every third year)
- 347. Cities and Society** (3 sem. hrs.). Nature and growth of cities, urbanization, structure and process of modern urban life and the current urban crisis; the future of the city and its role in an emergent world system. This course may be taken as part of the capstone experience. (See ANT 490). (Fall of even-odd years)
- 370. Internships in Anthropology** (1-15 sem. hrs.). Opportunities for experiential learning in Anthropology. Site and schedule must be determined by the student with approval of Anthropology faculty. (Open to Juniors and Seniors)
- 400. Seminar in Anthropological Theory** (3 sem. hrs.). Examination of the history of anthropological theory and contemporary anthropological thought. The course takes the form of a seminar designed to present and discuss various themes in anthropology as a foundation for the capstone experience. Designed to help students learn to evaluate particular theoretical frameworks and articulate the values behind different approaches, the course also provides the vehicle for student completion and presentation of their capstone research. Co-requisite: ANT 490. Prerequisite: Senior status, Anthropology major or minor, approved capstone experience project proposal. (Spring only)
- 401, 402. Independent Study** (1-3 sem. hrs.). Courses are designed to present Anthropology students with the opportunity to pursue a research project or pursue an intensive reading course resulting in a written presentation. Open to students of demonstrated ability and by consent of the instructor.
- 410. Method and Theory in Archaeology** (3 sem. hrs.). This seminar course designed to present upper level students with the most current information on methodological and theoretical developments in historic and prehistoric archaeology through review and discussion of recent developments in the field. Major topics to be covered will include an historical review of archaeological method and theory along with current approaches to material culture interpretation. The formation processes of the archaeological record will be explored along with the development of mid-range theoretical studies. Prerequisite: Junior or higher status, Anthropology major. This course may be taken as part of the capstone experience. (See ANT 490). (Fall only)
- 490. Capstone Experience in Anthropology** (1 sem. hr.). The Capstone Experience in Anthropology is a two-semester program beginning when students enroll in either ANT 347 or ANT 410 in the fall semester of the senior year. Students work with the professor to develop an individual field or archival research project in anthropology. The research project is completed and presented as the requirement for ANT 490. Co-requisite: ANT 400. Prerequisite: Completion of ANT 347 or ANT 410 with an approved project proposal.

## PSYCHOLOGY

Professor Gridley; Assistant Professors Budzynski and Strahan.

Psychology is a science which focuses on all aspects of human behavior and mental processes. The primary goals of the field of psychology are to describe, explain and predict human behavior. Students aware of the general principles of psychology may better understand their friends, their family, their coworkers, society at large, and themselves.

The Department of Psychology offers a curriculum which allows students to explore the developmental, biological, cognitive and social contributions to human activity, both normal and abnormal. The curriculum also allows students to become familiar with how psychologists assess and treat human psychopathologies.

The primary goals of the department are to ensure that students 1) learn to think scientifically about human behavior and mental processes, 2) know the major theories and research findings in the field of psychology, 3) appreciate the ethical practice of scientific inquiry within the field of psychology and 4) speak and write effectively within the discourse of the discipline.

The Department offers a general major course of study, three specialized major concentrations of study, and a minor course of study. All programs entail completion of a core set of psychology requirements and a core set of allied requirements. Specific requirements vary by program. Beyond the core courses, majors are free to choose additional psychology courses depending on personal interest. However, no more than 48 semester hours in psychology can be applied toward graduation.

### **Required Core Courses:**

**Major:** 26 hours: PSY 101, 206, 209, 210, 307, 308, 317, 490, and 6 courses selected from 021 to 044.

**Allied:** 9 hours: MTH 115, 210 (Note: Students who have achieved academic credit for MTH 210, without having completed MTH 115, are exempt from the MTH 115 requirement.), PHI 216.

### **Child and Adolescent Psychology Track Additional Courses:**

**Major:** 9 hours: PSY 207, 309, 346.

**Allied:** 15-16 hours: ANT 200, BIO 110, CTA 254, EIS 320, NDI 255.

The goal of this track of study is to provide a specialized background for careers involving day to day contact with children or adolescents, including: daycare provision, juvenile crime management, human service casework, educational administration, and postgraduate scientific study in developmental, school, or child clinical psychology.

### **Mental Health Track Additional Courses:**

**Major:** 12 hours: Choose 3 of the following 4 courses:  
PSY 211, 321, 416, 417.  
In addition, at least three hours of internship credit (PSY 370) must be completed.

**Allied:** 12 hours: ANT 200, BIO 110, CTA 254, 354

The goal of this track of study is to provide a specialized background for careers including: psychological or mental health service, counseling, social work, vocational and rehabilitation counseling, probation officer work and postgraduate scientific study in clinical, counseling or school psychology.

### **Biopsychology Track Additional Courses:**

**Major:** 12 hours: PSY 315, 321, 346, 413.

**Allied:** 14 hours: ANT 205, BIO 111, 209, 212, 363.

Note that although BIO 111 and BIO 209 have prerequisites, these prerequisites are waived for students declaring a Biopsychology Track of study within the psychology major.

The goal of this track of study is to provide students with a specialized background for careers dealing with human biological functioning, including: drug and alcohol rehabilitation counseling, industrial research, pharmaceutical sales, and postgraduate scientific study in biology, biopsychology, neuropsychology, or medicine.



## General Psychology Track Additional Courses:

**Major:** None

**Allied:** 6 additional hours: ANT 200, BIO 110.

The goal of this track of study is to provide a sound but generalized background of study for majors not interested in a specialized track of study or for students who have not yet decided on a specialized track of study within the psychology major. Students pursuing a general track of study might be interested in any of the above careers or fields of postgraduate study, but might also be interested in careers in business having to do with management or personnel, or careers in public administration.

### Minor in Psychology:

**Minor:** 19 hours: PSY 101, 206, 209, 210, 307,  
and one of the following: 316, 317, 321, 416, 417.

**Allied:** ANT 200, BIO 110, MTH 115, 210. (Note: Students who have achieved academic credit for MTH 210 (without 115) are exempt from 115.)

**099. Psychology Seminars** (0 sem. hrs.). Students must attend one approved psychology speaker presentation per seminar. Prerequisite: (Open to sophomores, juniors, and seniors).

These seminars consist of attending a Psychology Department-sponsored presentation and filling out a summary and evaluation form. Students should be alert for notices on PsychTalk (a listserv for Psychology majors) and for posted notices advertising these each semester. Students must complete six 099 seminars to fulfill major requirements in psychology. For transfer students, completion of these seminars is pro-rated to your status when you transfer in to Heidelberg College (students transferring in with 56 to 87 credit hours must complete four 099 seminars; students transferring in with at least 88 credit hours must complete two 099 seminars). Please see the Psychology Department Chair for any questions about these seminars. Students may enroll in up to two PSY 099 courses per semester.

**101. General Psychology** (3 sem. hrs.). Introduction intended to acquaint student with the scope of psychological phenomena and methods of the psychologist and to survey fundamentals of human behavior. (Fall and Spring)

**206. Child Psychology** (3 sem. hrs.). This course introduces students to scientific and theoretical aspects of child development from birth to adolescence with a focus on psychological development. Prerequisite: PSY 101. (Spring only)

**207. Adolescent Psychology** (3 sem. hrs.). Continuation of PSY 206. Course addresses normal intellectual, emotional, moral, and social growth in the teen years. Problems that affect individuals and family relationships in this age range will also be addressed. Prerequisite: PSY 101. (Fall only)

**209. Abnormal Psychology** (3 sem. hrs.). This course introduces students to such concepts as mood disorders, schizophrenia, and personality disorders and provides a discussion of related phenomena. Prerequisite: PSY 101. (Spring only)

**210. Social Psychology** (3 sem. hrs.). Course designed to study such topics as aggression, persuasion, conformity, obedience, attitude change, interpersonal attraction and prejudice. Prerequisite: PSY 101.

**211. Behavior Modification** (3 sem. hrs.). An introduction to classical conditioning, operant conditioning, observational learning and aversive control of behavior. Discussion of and practical experience with use of learning principles in modifying child behavior in the home and classroom, employer-employee interactions, marriage and family counseling. Special emphasis on modifying maladaptive behaviors and shaping adaptive behaviors, as well as on using learning principles to devise psychotherapies and understand mental illness. Prerequisite: PSY 101.

**251, 252. Apprenticeship in Psychological Research** (1-3 sem. hrs.). This is a course designed to offer first- and second-year psychology majors the opportunity of a closely mentored research relationship within the context of an ongoing research program being carried out by a member of the psychology faculty. Prerequisites: 6 hours of psychology coursework, and permission of instructor. Can be taken one semester or two.

**307. Experimental Psychology I** (4 sem. hrs.). Introduces student to experimental techniques and research tools. Prerequisites: PSY 101 and (or taken concurrently) MTH 210. Open to juniors and seniors. (Fall only)

**308. Experimental Psychology II** (3 sem. hrs.). Original student research conducted utilizing the background developed in PSY 307. Prerequisite: PSY 307. Open to juniors and seniors. (Spring only)

**309. Psychology of Women and Gender Development** (3 sem. hrs.). Examination of sex role stereotyping, research on sex differences in abilities and achievement, sex role development, sex roles in marriage and family, careers and the politics of power, women's ways of knowing, women's development of self, sex differences in communicative styles, ethnicity in women, mental health in women, interrelationships between language, status and power. Prerequisite: PSY 101, Junior or Senior status. (Spring only)

**315. Biopsychology** (3 sem. hrs.). Course designed to show the student relationships between physiological and psychological factors. Prerequisites: BIO 110 or 111, and PSY 101. (Spring of odd-even years)

**316. Cognition** (3 sem. hrs.). Examination of theories and research about human thinking, memory, concept formation, problem solving, creativity and language. Prerequisite: PSY 101. (Offered Fall of even-odd years)

**317. Psychology of Personality** (3 sem. hrs.). Study of theories of personality, both past and present. Prerequisite: PSY 101 and 209. (Fall of odd-even years)

**321. Health Psychology** (3 sem. hrs.). Health psychology is the study of the relationships between psychological processes (emotions, thoughts and behaviors), social processes, and physical health and illness. It includes such topics as the role of social support on immune functioning, psychological issues moderating the onset and course of major disease and the effects of stress on the body. Prerequisite: PSY 101 or permission of the instructor. (Fall of odd-even years)

**346. The Psychological Growth of Infants: Baby Talk and Baby Ideas** (3 sem. hrs.). This is a specialized advanced course focusing on the essential features that make up the first epoch of human life: babyhood. The course is designed to take you on an in-depth journey to the center of the baby's mind through the vehicle of scientific research in the fields of cognitive and language development. Prerequisite: PSY 101 or permission of the instructor. (Spring of odd-even years)

**370. Internship** (1 to 15 sem. hrs.). Supervised off-campus work experience in mental health-related job; site and schedule must be determined by student with Psychology Department approval. Credit is given only if work is monitored by a Heidelberg psychology faculty member. Prerequisites: (Open to juniors and seniors); PSY 209; also PSY 206 is recommended if internship is for children. PSY 207 is recommended for sites concerned with adolescents.

**403, 404. Individual Research** (1 to 3 sem. hrs.). Prerequisites: PSY 101, 307 and 308. Semester or entire year. Admission with consent of supervising professor.

**409. History and Systems of Psychology** (3 sem. hrs.). Historical survey of the fields and schools of thought in psychology. Prerequisite: PSY 101 and at least 4 Psychology courses beyond 101. (Open to juniors and seniors who matriculated prior to Fall 2001.) (Fall only)

**413. Psychopharmacology** (3 sem. hrs.). The effects of psychoactive drugs on neurochemical, mental, and behavioral processes, including a consideration of drugs used to treat emotional disorders. Prerequisite: PSY 101. (Spring of even-odd years)

**416. Clinical Psychology I: Counseling Methods** (3 sem. hrs.). A survey of the methods of clinical psychology, with an emphasis on counseling techniques, and the use of scientifically-proven treatments. Prerequisite: (Open to juniors and seniors); PSY 209.

**417. Clinical Psychology II: Measuring Personality, Intelligence and Psychopathology** (3 sem. hrs.). Introduction to use of individual, group, objective and projective techniques in evaluating human characteristics. Prerequisites: MTH 210 and PSY 101. (Fall of even-odd years)

**435. Special Topics in Psychology** (3 sem. hrs.). Focus in this course will rotate with the interest of the faculty member offering it. The special topics covered in the course will typically incorporate in-depth investigations of "hot" or specialized issues relevant to the field of psychology. Students may repeat the course *once* under a different subtitle. Prerequisites: PSY 101 and six hours of psychology beyond the 101 course, or permission of the instructor. (Spring only)

**451, 452. Readings in Psychology** (2 sem. hrs.). Supervised readings about a topic of individual student's choice, by permission of a professor of student's choice. Prerequisite: PSY 101, 307 and 308. Semester or entire year.

**475, 476. Department of Psychology Honors** (3 sem. hrs. each). Commensurate with the Department's goal of providing opportunities for in-depth psychological study, Psychology majors are encouraged to earn the graduation citation "Honors in Psychology" through the Department of Psychology honors program. Students who complete an independent honors thesis with distinction, as determined by vote of the department, and who satisfactorily pass a departmentally instituted comprehensive examination, shall graduate with the distinction of Honors in Psychology. (Fall and Spring; The procedure for graduating with departmental honors is articulated elsewhere in this catalog.)

#### 1. Requirements for Admission to Departmental Honors Program

A student must be admitted no later than the end of the second semester of the junior year. (Contact the Department Chair for application information.) In addition, the following criteria must be met for admission to the program:

- A. An overall GPA of 3.0 or higher.
- B. A GPA in Psychology courses of 3.4 or higher.
- C. Successful application into the department honors program, which includes a clearly articulated and well-defined area of study.

#### 2. Requirements for Graduation with Honors in Psychology

Honors students must meet all Requirements for Admission, described above. In addition the student must complete PSY 475 & 476, which includes the completion of an Honors Proposal, an Honors Thesis, and passage of a comprehensive psychology exam.

The final GPA in all Psychology courses must be 3.4 or higher.

**490. History and Systems of Psychology** (4 sem. hrs.). Historical survey of the fields and schools of thought in psychology. The lab component will consist of one hour per week, and will be devoted to self-assessment, departmental assessment, and planning for life beyond Heidelberg College. Prerequisite: PSY 101 and at least 4 PSY courses beyond 101. Open to juniors and seniors. This satisfies the capstone requirement for students entering Fall 2001 or later. (Fall only)

## GRADUATE PROGRAM OPPORTUNITIES

### Master of Arts in Counseling Degree Program

The Graduate Studies in Counseling Program at Heidelberg College offers a 48-hour Master of Arts degree with three available program concentrations.

- School Counseling
- Clinical Mental Health Counseling
- Dual Clinical/School Licensure

The program is designed to provide the educational and training requirements needed to effectively and professionally provide counseling services to clients within a variety of professions, including mental health social services, schools, business and industry, and government. All coursework necessary to satisfy program and licensing board requirements to sit for the Professional Counselor Licensure Examination (PCLE) and the Ohio Department of Education's PRAXIS II examination are available through the Graduate Studies in Counseling Program.

#### Curriculum

*Required Courses:* 38 semester hours

COU 503	Human Growth and Development	3 hrs.
COU 506	Theories of Counseling	3 hrs.
COU 507	Techniques of Counseling	3 hrs.
COU 508	Group Processes in Counseling	3 hrs.
COU 509	Philosophy and History of Counseling	2 hrs.
COU 510	Assessment and Appraisal	3 hrs.
COU 511	Applied Research and Quantitative Methods	3 hrs.
COU 518	Career Planning and Vocational Guidance	3 hrs.
COU 532	Professional Issues in Counseling: Legal and Ethical	3 hrs.
COU 537	Social Foundations in Cross-Cultural Counseling	3 hrs.

*School Counseling Courses* (required for School Counseling Licensure)

COU 519	Organization and Administration of School Guidance	3 hrs.
COU 594	Practicum in School Counseling*	4 hrs.
COU 596	Internship in School Counseling*	1-6 hrs.

*Mental Health Counseling Courses* (required for Clinical Counseling Licensure)

COU 580	Supervised Counseling Practicum	3 hrs.
COU 581	Supervised Counseling Internship I	4 hrs.
COU 582	Supervised Counseling Internship II	4 hrs.

#### Dual School/Clinical Licensure Courses

Students seeking the dual school/clinical mental health counseling tract must complete the 60 semester hours of coursework and experiences required for licensure by the Ohio Counselor Social Worker, and Marriage and Family Counseling Board **and** the courses listed in the School Counseling Concentration Courses section above. Students completing the Dual School/Clinical Licensure program must consult with their Academic Advisor to develop a specific plan geared toward their individual needs.

*Electives* (10 semester hours)

COU 545	Seminar: Current Issues in Counseling	1-3 hrs.
COU 550	Independent Study	1-4 hrs.
COU 555	Thesis Research	1 hr.

#### Clinical Endorsement Courses (20 semester hours required to qualify to test for PC/PCC licensure)

COU 609	Diagnosis of Mental and Emotional Disorders (Area #3)	3 hrs.
COU 610	Psychopathology, Personality, and Abnormal Behavior (Area #1)	3 hrs.

COU 620 Evaluation of Mental and Emotional Status (Area #2)	3 hrs.
COU 636 Marital and Family Counseling (Area #4)	3 hrs.
COU 637 Chemical Dependency & Substance Abuse (Area #4)	3 hrs.
COU 639 Psychopharmacology for Counselors (Area #4)	3 hrs.
COU 640 Clinical Seminar in Methods of Intervention and Prevention (Area #4)	3 hrs.
COU 652 Training in Consultation (Area #5)	3 hrs.
COU 653 Clinical Supervision (Area #5)	3 hrs.
COU 660 Advanced Supervised Clinical Internship (Area #5)	1-5 hrs.

**\*Note:**

1. All requirements for the Master's degree must be completed within 6 years from date of admission.
2. All 600 level courses are advanced Clinical Endorsement courses and require the necessary prerequisites (see course descriptions). They may be used as electives.
3. Students must take a total of at least 60 semester hours in order to qualify to sit for the Licensed Professional Clinical Counselor (PCC) examination.
4. To qualify to take the PCC examination, students must have at least 20 hours of advanced course work and take one course in each of the following five clinical areas: (1) clinical psychopathology, personality and abnormal behavior; (2) evaluation of mental and emotional disorders; (3) diagnosis of mental and emotional disorder; (4) methods of intervention and prevention of mental and emotional disorders; and (5) treatment of mental and emotional disorders.

For a detailed description of the program, please request a *Graduate Studies Catalog 2003-2004* from the Office of Graduate Studies, or visit our website at [www.heidelberg.edu/graduate/counseling](http://www.heidelberg.edu/graduate/counseling).

## PUBLIC RELATIONS

Professors Dickerson and Wahlstrom; Associate Professor Freedman; and Assistant Professor L. Chudzinski (Chair).

Public Relations is an interdisciplinary program which offers a curriculum designed to provide the knowledge and skills necessary to successfully practice in the profession. The program provides a core course of study in Business, English and Communication that emphasizes both theory and practice so that students may develop the understanding and skills needed to become a competent professional.

Students electing this major are also urged to complete a major in Business Administration, Communication and Theatre Arts, or English, and are strongly encouraged to complete either an on-campus practicum or an off-campus internship.

### Required Courses:

ACC 153 Accounting Laboratory	2 hrs.
ACC 253 Financial Accounting	3 hrs.
ECO 251 Principles of Microeconomics	3 hrs.
ECO 252 Principles of Macroeconomics	3 hrs.
BAE 359 Marketing	3 hrs.
MTH 115 Quantitative Reasoning	3 hrs.
MTH 210 Elementary Statistics	3 hrs.
CPS 100 Introduction to Computers	3 hrs.
ENG 211 Computer-Mediated Communication	3 hrs.
ENG 212 Journalism	3 hrs.
ENG 313 Technical Writing	3 hrs.
CTA 226 Broadcast Production	3 hrs.
CTA 351 Oral Communications II	3 hrs.
CTA 357 Principles of Public Relations	3 hrs.
CTA 358 Message Design in Public Relations	3 hrs.
PBR 458 Public Relations Campaign Planning	3 hrs.

### Recommended Electives:

PBR 350 or 370 Practicum or Internship	3 hrs.
CTA 104 Small Group Communication	3 hrs.
CTA 350 Persuasion	3 hrs.
CTA 354 Interpersonal Communication	3 hrs.

CTA 375	Mass Media Law	3 hrs.
ART 131	Art and Graphic Design	3 hrs.
MUS 318	Music Industry	3 hrs.
POL 344	Research Methods in Political Science	3 hrs.
PSY 101	General Psychology	3 hrs.
PSY 210	Social Psychology	3 hrs.
BAE 318	Business Law I	3 hrs.
BAE 319	Business Law II	3 hrs.
ECO 358	Labor Economics	3 hrs.
BAE 407	Organizational Behavior and Management	3 hrs.

**350. Practicum** (1-3 sem. hrs.). An on-campus public relations work experience supervised by a faculty member of the Public Relations Coordinating Committee or the Committee's designer. Students may earn no more than 6 hours credit. Permission of the Public Relations Coordinating Committee required for registration. (Fall and Spring)

**370. Internship** (3-15 sem. hrs.). An off-campus public relations work experience supervised by a faculty member of the Public Relations Coordinating Committee or the Committee's designee. Permission of the Public Relations Coordinating Committee required for registration. (Fall and Spring)

**458. Public Relations Campaign Planning** (3 sem. hrs.). This course is intended as a senior capstone course for students majoring in public relations. Students will apply theory to practice through various experiential learning opportunities with emphasis placed on a live project. Theoretical knowledge and practical skills developed in CTA 357 and 358 will be utilized as students design a public relations campaign for a client selected from the local community or the campus. Prerequisite: CTA 358 with C- or better.

## RELIGION AND PHILOSOPHY

Professor Close; Associate Professors Bradie and Grangaard.

A student may earn one of the department's majors: Religion or Philosophy.

**Religion:** 30 semester hours. Required courses are REL 201, 202, 204, 308, 309, and 490 or 476 (by permission of chair); PHI 309, 310, and 317 may be included among the 30 hours in religion. Allied Subjects: 9 additional semester hours selected with the approval of the department. Recommended areas include languages, world history, philosophy and literature.

**Philosophy:** 30 semester hours. Required courses are PHI 140, 202 or 380, 216, 309, 310, 490, and 12 additional PHI hours at the 200 level or above.

A maximum of 6 semester hours may be taken in Independent Study (413, 414) or the Honors Course (475, 476) for either of the majors. Internship (REL 370) does not count toward a major.

**Minors:** A student may earn a minor in one or both of the following:

**Religion:** 15 semester hours. Required courses are REL 201, 202, 204, 308, and 309.

**Philosophy:** 18 semester hours. Required courses are PHI 140, 202, 216, 309, 310, and one other PHI course at the 200 level or above.

## RELIGION

Courses in religion are designed to help all students gain a mature understanding of religion and appreciate the importance of values, meaning, and faith as integral parts of human life. Courses in religion are also designed to provide undergraduate preparation for students who wish to continue their study in a theological seminary or graduate school.

Students who wish to be recommended for continuing study in a theological seminary are encouraged to complete the following courses: at least three courses in religion, History of Philosophy, Philosophy of Religion, one course in writing (above 100 level), one course in literature, world history, a modern language through second-year level, classical and New Testament Greek through second-year level, a course in political ideas or international politics, General Psychology, and Abnormal Psychology.

**109. Judaism, Catholicism and Protestantism** (3 sem. hrs.). An introduction to the scriptures, history and beliefs of Judaism, Catholicism and Protestantism, with the purpose of helping students understand their own traditions and also those of other people.

**201. Introduction to the Old Testament** (3 sem. hrs.). Survey of the Old Testament focusing on historical background, types of literature and central message. Recommended as background to Religion 202. (Open to first-year students.) (Fall only)

- 202. Introduction to the New Testament** (3 sem. hrs.). Introduction to the literature and thought of the New Testament, focusing on synoptic accounts of Jesus, letters of Paul and Gospel of John. (Open to first-year students.) (Spring only)
- 204. Religions of the World** (3 sem. hrs.). History and beliefs of major religions in the world today, with special attention to Hinduism, Buddhism, Islam, and Christianity.
- 250. Christian Social Ethics** (3 sem. hrs.). Ethical principles of the Judeo-Christian tradition and their import for the family, economic order, state and world community. (Open to first-year students.) (Fall of odd-even years)
- 302. Topics in Biblical Literature** (3 sem. hrs.). Study of selected topics in the thought and literature of Old and New Testaments, such as creation and history, covenant formulations, Second Isaiah, problem of the historical Jesus, and gospel of John. Prerequisites: REL 201 or 202. (Spring of odd-even years)
- 308. History of Christian Thought** (3 sem. hrs.). Survey of Christian thought from the close of the New Testament period to modern times. Emphasis on major movements and figures, with some attention to current intellectual, social, and historical developments. Students may do research on a major figure in Christian thought. (Fall of even-odd years)
- 309. Contemporary Christian Thought** (3 sem. hrs.). Study of the fundamental beliefs of Christianity and their meaning for modern personal and social life. Open to juniors and seniors. (Spring of even-odd years)
- 339, 340. Problems in Religion** (2 sem. hrs.). Seminar on selected problems of interdepartmental significance. Prerequisite: three hours in religion and consent of the instructor. (Offered on occasion)
- 370. Internship** (4 sem. hrs.). Supervised experience in a local church or similar setting. Prerequisite: two courses in religion. (Fall and Spring)
- 413, 414. Independent Study** (1 to 3 sem. hrs.). Systematic guided reading and the preparation of a paper. Prerequisite: nine hours in religion and permission of the instructor.
- 475, 476. Honors Course** (3 sem. hrs.).
- 490. Senior Seminar** (2 sem. hrs.). This capstone course involves preparation and presentation of a research paper on a selected topic in the study of religion. Required of all majors; minors need permission of instructor. Prerequisites: Senior religion major or permission of the instructor. (Spring only)

## PHILOSOPHY

Philosophy enhances critical thinking, engenders ethical awareness and provides opportunity for the analysis and discussion of important and difficult issues and problems. The skills associated with the study of philosophy are highly valued by the legal and medical professions, government, education, business and many other areas of our society. Philosophy majors routinely perform well on GRE exams and are at a substantial advantage in gaining admission to law school.

- 140. Introduction to Philosophy** (3 sem. hrs.). An introduction to philosophy in which the various branches of philosophy are discussed, i.e., metaphysics, epistemology, philosophy of religion, philosophy of science, philosophy of mind, philosophy of language, and moral and political philosophy.
- 200. Aesthetics** (3 sem. hrs.). This course is an exploration of the ways in which questions about art have been addressed. It will examine questions such as “What is art?” What is the connection between art and society? What is the relationship between art and morality? Is there a difference between art and entertainment? Is there a distinction between art and craft? After studying the ways in which various philosophers address these questions, students will have the opportunity to formulate their own ideas about art and its meaning.
- 202. Logic** (3 sem. hrs.). Introduction to deductive and inductive rules of reasoning with attention to both formal and informal fallacies. Emphasis on practical applications of logic to everyday problems.
- 216. Ethics** (3 sem. hrs.). Systematic study of main types of ethical theory such as hedonism, rationalism, utilitarianism, humanism and others. Emphasis on the relation of theory to actual conduct in personal and social life. (Fall and Spring)
- 220. Special Topics in Philosophy** (3 sem. hrs.). Topics of special interest in philosophy not covered in the regular department offerings. (This course may be repeated.) Prerequisite: PHI 140 or PHI 216. (Offered on occasion)
- 305. Postmodern Philosophy** (3 sem. hrs.). The focus of this course will be to gain an understanding of the positions presented by those who either call themselves “postmodern” or who are called such by others. Postmodern themes such as “self,” “other,” “the meaning of history,” “terror,” “communication,” “time” and “criticism” will be explored. Postmodern thought flows across the traditional boundaries of academic disciplines, therefore the course will also include the perspective of history and social criticism.
- 309. History of Western Philosophy: Ancient and Medieval** (3 sem. hrs.). Origin and development of philosophical thought in the classical world, mutual influence of Christianity and classical thought and the philosophical developments of the Middle Ages. Open to juniors and seniors. (Fall of even-odd years)
- 310. History of Western Philosophy: Modern** (3 sem. hrs.). Philosophical developments from Renaissance to present, with attention to interrelations of science, religion and philosophy. Open to juniors and seniors. (Spring of even-odd years)
- 317. Philosophy of Religion** (3 sem. hrs.). Study of basic issues in philosophy of religion, such as faith and reason, as seen from different viewpoints such as existentialism, naturalism, rationalism and scholasticism. Prerequisite: One course in philosophy or permission of instructor. (Fall of odd-even years)

**380. Symbolic Logic** (3 sem. hrs.). This course in contemporary deductive logic covers the propositional and first order predicate calculus. Translation and proofs of arguments encountered in natural language are emphasized. The concepts of completeness and soundness, as well as other central theorems in metalogic, will be introduced. Familiarity with a formal notational system such as mathematics, music, or a foreign language is desirable.

**385. Scientific Revolutions** (3 sem. hrs.). This course in the philosophy of science covers a selection of philosophical issues in science such as the nature of scientific inquiry, the fact-theory distinction, induction, confirmation paradoxes, the model-theoretic perspective in the social sciences, reductionism, the nature of quantum reality, and the relativist controversy. Also included are such topical issues as the rise of pseudoscience, creationism, genetic engineering, basic versus applied research, and ethics in science and technology. (Offered every third spring.)

**413, 414. Independent Study** (1 to 3 sem. hrs.). Advanced study of a major philosopher, movement or problem under the guidance of a departmental faculty member. Prerequisite: Permission of instructor.

**475, 476. Honors Course** (3 sem. hrs.).

**490. Philosophy Colloquium** (3 sem. hrs.). Advanced study of a major philosopher, movement or problem under the guidance of a departmental faculty member. Prerequisite: Open to senior philosophy majors only.

## WATER RESOURCES

Professors K. Baker, Carty, and Cordell; Associate Professor Esterline; Assistant Professors Berger and Setzler; Senior Research Scientists Krieger and Richards; Water Quality Laboratory Director Loftus.

The Water Resources Major is interdisciplinary, requiring courses in biology, chemistry, geology, physics and mathematics, in addition to water resources. It is designed to prepare students to meet the growing demand for water resource managers and scientists. Students will gain (1) skills in a variety of research and monitoring techniques, (2) insights into water resource monitoring, research and data interpretation, (3) an understanding of water quality issues, and (4) communication skills.

Water resources majors must complete a set of core courses totaling 44 credit hours and also the requirements for one of the three tracks offered in the program. Majors can elect tracks in Biology (18 additional credit hours), Chemistry (14-16 additional credit hours), or Geology (16-18 additional credit hours), depending on their interests. Students may select, as elective courses, additional offerings from water resources, biology, chemistry, geology or computer science. With careful course selection, it is also possible for students to complete a second major, such as Chemistry or Biology.

In addition to the course programs and offerings, it is anticipated that most Water Resources majors will interact with programs of the Water Quality Laboratory. The laboratory has a staff of seven full-time researchers involved in chemical, biological and hydrological studies. WQL programs center on the collection, analysis and interpretation of environmental data necessary for improved water resource management in the Great Lakes Basin. Much of the WQL's research focuses on assessing the impacts of agricultural land use on water resources and on evaluating the effectiveness of agricultural pollution abatement programs. Current research programs include studies of the transport of sediments, nutrients, and pesticides into Lake Erie from its tributaries. The WQL conducts a nationwide private well testing program to detect agricultural pollutants in groundwater. Biological studies assess the communities of polluted and unimpacted habitats in streams, wetlands, and Lake Erie. The laboratory's research programs are supported by governmental agencies, industries, and foundations.

**Junior Level Discipline Specific Communication Requirement:** WTR 323 or 352

**Senior Capstone Experience:** WTR 422

**Major:** 60 - 64 semester hours are required.

**Core Courses:** 44 semester hours.

MTH 210 Elementary Statistics (If not placed at this level, prerequisite is MTH 115)	3 hrs.
MTH 222 Calculus I (If not placed at this level, prerequisite is MTH 121)	3 hrs.
CHM 101 General Chemistry	4 hrs.
CHM 102 General Chemistry	4 hrs.
GEO 101 Physical Geology with laboratory	4 hrs.
PHY 101 or 111 General Physics	4 hrs.
PHY 102 or 112 General Physics	4 hrs.
WTR 205 Water Pollution and Analysis	4 hrs.

WTR 323	Limnology	4 hrs.
WTR 352	Hydrology	4 hrs.
WTR 392	Research I	2 hrs.
WTR 393	Research II	3 hrs.
WTR 422	Water Resources Research Seminar (Capstone)	1 hr.

**Biology Track:** 18 semester hours.

BIO 111	Basics of Biology	2 hrs.
BIO 112	General Zoology	4 hrs.
BIO 114	General Botany	4 hrs.
BIO 334	Ecology	4 hrs.
WTR 324	Water Pollution Biology	4 hrs.

**Chemistry Track:** 16-18 semester hours.

BIO 110	Contemporary Biological Problems with BIO 100 laboratory (or BIO 111 and 112)	4 hrs. (6 hrs.)
CHM 201	Organic Chemistry	4 hrs.
CHM 202	Organic Chemistry	4 hrs.
CHM 305	Quantitative Analysis	4 hrs.

**Geology Track:** 18-20 semester hours.

BIO 110	Contemporary Biological Problems with BIO 100 laboratory (or BIO 111 and 112)	4 hrs. (6 hrs.)
GEO 201	Environmental Geology	3 hrs.
GEO 211	Soils and Surficial Processes	4 hrs.
GEO 355	Sedimentology and Geochemistry	4 hrs.
GEO 305 & 306	Regional Field Geology	total of 3 hrs.

**205. Water Pollution and Analysis** (4 sem. hrs.). Water samples from diverse sources will be studied, using contemporary analytical procedures. Students will gain experience in using analytical equipment, applying quality control procedures, interpreting water quality data and communicating water quality information. Two recitations and two 3-hour laboratories per week. This course is also listed in the Chemistry course offerings as CHM 205. Credit toward graduation will not be awarded for both courses. Prerequisite: CHM 101 and 102. (Fall only)

**323. Limnology** (4 sem. hrs.). Study of the interrelations among the physical, chemical and biological components of freshwater ecosystems. Students will investigate the ecology of streams, lakes and wetlands. Laboratory sessions include techniques for measuring chemical water quality, chlorophyll and biological diversity, with a broad taxonomic survey of the biota. Information gathered on field trips and from student research is integrated into written reports which draw on concepts presented in lecture. This is a designated writing course. One required Saturday field trip. Prerequisites: BIO 110 or 112; CHM 101 and 102. (Fall only)

**324. Water Pollution Biology** (4 sem. hrs.). The biological effects of water pollution will be studied through lectures, field sampling, laboratory analysis and data interpretation. Effects of organic pollution, eutrophication, and pesticides will be emphasized. Students will employ up-to-date methods of stream and lake biomonitoring and will be introduced to methods of toxicity testing. This is a designated writing course. Two 75-minute lectures plus one 3-hour lab/field session per week. One required all-day trip. Prerequisite: WTR 323. (Spring of even-odd years)

**352. Hydrology** (4 sem. hrs.). This course will review the fundamental characteristics of precipitation, surface water movement and groundwater movement. Laboratories will include introduction to hydrological measurement techniques and statistical characterization of hydrologic phenomena. This is a designated writing course. Three recitation periods and one 3-hour laboratory per week. Prerequisite: GEO 101, MTH 222 and PHY 101 or 111. This course is also listed in the Geology course offerings as GEO 352. Credit toward graduation will not be awarded for both courses. (Spring of odd-even years)

**370. Water Resources Internship** (1-4 sem. hrs.). This course gives junior and senior Water Resources majors an opportunity for academic-related work experience outside the usual college environment. The internship should enhance the student's intellectual development through the application of knowledge. This program cannot be totally observational. Prerequisites: Completion of at least two Water Resources courses. A minimum cumulative grade point average of 3.0 is required. Program chair approval is required. (Fall or Spring)

**392. Research I** (2 sem. hrs.). Preparation for a research project to be completed in Research II. This course entails selection of a research project, generating a detailed literature search on the subject and method(s), writing a detailed project proposal, preparing a budget and performing preliminary experiments or field observations. Students will meet weekly with their faculty mentor and other students in class to review progress. It is expected that students will spend a minimum of six hours a week on this course. (Spring of junior year)

**393. Research II** (3 sem. hrs.). Continuation of Research I. Experiments or field observations will be completed in October and results analyzed and graphically portrayed. A technical report will be written. Students will meet regularly with their faculty mentor to review progress. It is expected that students will spend a minimum of nine hours a week on this course. Prerequisites: Successful completion of WTR 392. (Fall of senior year)

**405. Advanced Water Analysis** (4 sem. hrs.). This course will provide students with experience in the use of automated analytical systems, including GC/MS, ICP and automated colorimetric systems. Students will also be introduced to "Good Laboratory Practices" and other quality control/quality assurance procedures, as required in federally mandated monitoring programs. This course is also listed in the Chemistry course offerings as CHM 405.



Credit toward graduation will not be awarded for both courses. Prerequisites: WTR 205 and CHM 305. Two recitations and two 3-hour laboratories per week. (Spring only)

**415. Watershed Management** (3 sem. hrs.). In this course, students will explore approaches to water resource protection and enhancement, using the watershed approach. Methods of reducing both point and nonpoint sources of pollutants will be addressed, as well as methods for habitat protection and restoration. Students will also utilize geographical information systems for cataloging resource information and tracking time variable watershed inputs and outputs. Prerequisites: Completion of at least three Water Resources courses. (Fall only)

**422. Water Resources Research Seminar** (1 sem. hr.). Students will review current research literature related to two previous semesters of their own research. They will make presentations of the literature and their research findings in class and, optimally, at the Student Research Conference and off-campus symposia. Prerequisite: WTR 393. Satisfies capstone requirement. (Spring of senior year)

**426. Water Quality Modeling** (3 sem. hrs.). In this course students will explore various types of water quality models used for planning integrated watershed management. Wasteload allocation models will be used for planning point source control programs. Agricultural and urban runoff models will be used for planning nonpoint control programs. Students will also be introduced to eutrophication models for lakes. Limitations of modeling approaches will be discussed. Prerequisite: WTR 415. (Spring only)

# Student Life



## STUDENT AFFAIRS MISSION STATEMENT

In partnership with the Heidelberg College community, the division of Student Affairs will provide a broad range of personal development opportunities while maintaining a shared sense of community in an atmosphere of support, mutual respect and responsible citizenship.

## THE STUDENT BODY

Heidelberg students do not spend the entire day in the classroom, nor do they find the classroom the only place for the exchange of ideas, self-development, realization of personal goals, social interaction and intellectual stimulation. Residence hall programs contribute to the development of the individual, as do community projects on a paid or voluntary basis, informal gatherings, Greek functions, faculty-student committee meetings, cultural events and numerous other programs. Heidelberg students represent about 18 states and, with the Heidelberg English Language Institute, numerous foreign countries. This is in keeping with the desire for a cosmopolitan, diversified student body. The natural exchange and assimilation of ideas, regional mores and ethnic differences help broaden a student's knowledge and understanding of other areas, cultures and peoples.

Heidelberg College is affiliated with the United Church of Christ. It is neither sectarian nor evangelistic – students of all religious persuasions are welcome. Two full-time campus ministers are available to support students in their faith development. Colloquia are held regularly to enhance the liberal arts.

The desire of students to present and participate in worthwhile cultural events contributes to an intellectually stimulating academic climate, all part of the effort at Heidelberg to educate the whole person.

## RESIDENTIAL LIVING

Residence hall living and special interest housing options are an important aspect of the total experience at Heidelberg College. Students gain valuable social experiences through living with people who share like experiences and values. The College aspires that the group-living experience will be an enjoyable part of college life as well as a learning experience.

Within the six residence halls, room arrangements vary from rooms for two to four students, with a limited number of single rooms. Some rooms have built-in furniture; others have movable furniture that permits flexible arrangement. Toilets and bathing facilities vary from semi-private facilities to bathrooms shared by a number of people. Residence halls are smoke free.

Closets, desks, chairs, study lamps and wastebaskets are provided in the rooms. Lofts are permitted in Brown and Miller halls but must meet fire and building codes. Automatic washers and dryers are available in each residence hall. Microwaves are not permitted in residence hall rooms, but microwaves are available for student use in each residence hall.

As of Fall 2001, no first-year residential students will be allowed to have cars on campus.

Requests for exceptions to this policy must be submitted to the Parking Appeals Committee.

In addition to the six traditional residence halls, special interest housing options are available to resident students. Upperclass student groups may apply to live in a Cooperative Learning Community (CLC). CLCs are theme-housing in College owned homes that are characterized as independent housing opportunities for groups of students with a common interest. The CLCs are designed to provide opportunities for students to develop initiatives and programs that they feel will enrich Heidelberg College and/or Tiffin City communities.

All full-time students, except those commuting from their parents' home, those married, or single parents with dependent children, those 23 years old or older and those among the designated number of seniors, are required to live and board in the residence halls.

Students living off campus should bear in mind that their conduct reflects upon the College. Should there be a serious breach of conduct on the part of a student residing off campus, he or she may be subject to College discipline.

## **DINING HALL**

All resident students are required to maintain a board plan provided by the College.

Hoernemann Refectory, adjacent to Miller Residence Hall, serves breakfast, lunch and dinner Monday through Friday, and a continental breakfast, brunch and dinner Saturday and Sunday. Meal service at Hoernemann is all-you-can-eat during dining service hours. Your meal/student I.D. card will be required for each entry to the Hoernemann dining room.

## **STUDENT AFFAIRS STAFF**

*The Vice President for Student Affairs'* major responsibility is to coordinate the student's daily service needs, including housing, food, activities, organizations, discipline, testing, career and academic counseling, campus ministry, international and multicultural programs, orientation and health care.

*The Associate Dean for Student Affairs* is responsible for the administration of the Total Student Development orientation program and coordinating campus judicial procedures.

*The Director of Residence Life* is responsible for the overall supervision of the residential program.

*Assistant Dean of Students and Director of Career Development* is responsible for the overall supervision of the career development office, which includes career counseling, placement and administering the College internship program.

*The Assistant Dean of Students and Director of Student Activities and Leadership Development* is responsible for the overall supervision of student activities, which includes student organizations, Campus Center operations and campus scheduling.

*The Director of International and Multicultural Programs* coordinates programs and activities in support of students of color and other self-identified minority student populations and advises Black Student Union.

*The Director of Campus Ministry* provide support for the faith development of students and opportunities for service in a wide variety of settings.

Heidelberg's student affairs staff provides the major thrust to help students achieve the most from their college life at the personal, academic and social levels.

*The Director of Health Services* oversees the operation of Stoner Health Center.

Personal counseling is provided through the Coordinator of Personal Counseling.

## **STUDENT ORGANIZATIONS**

Heidelberg College offers over 60 student organizations, which provide opportunities for leadership, service and fellowship. Through the annual registration process, student organizations provide the Office of Student Activities and Leadership Development with up-to-date organization information. In return the student organizations have all the benefits of an officially recognized Heidelberg College student organization, including access to student organization mailbox, free advertising on campus and inclusion on information in college publications. A complete listing of campus organizations may be found on the Heidelberg website.

## **FACULTY-STUDENT COMMITTEES**

One of Heidelberg's advantages as a small college is that students who are on Student Senate are voting members of 90 percent of the faculty committees, including Community Resources Committee, Educational Policies Committee, Institutional Research Committee, Educational Resources Committee, and Religious and Cultural Life Committee, in addition to various ad hoc committees. Two students have full voting membership on the General Faculty.

## GOVERNMENTAL ORGANIZATIONS

Chartered by the Heidelberg College Board of Trustees, the *Student Senate* is responsible for the regulation of student organizations and affairs and for the general social life of the College.

*The Student Senate* charters and recognizes all student and campus groups, allocates funds from the Student Activity Fee, initiates discussions, formulates recommendations on campus matters, acts on recommendations within its jurisdiction and submits those outside its jurisdiction to the appropriate campus body.

*Interfraternity and Intersociety Councils* (IFC, ISC) are the Greek governing bodies of the fraternities and societies. Composed of elected representatives of each society and fraternity, IFC and ISC coordinate society and fraternity activities including scholarship, philanthropic and community service efforts, plan and supervise recruitment and new member education activities in cooperation with the Coordinator of Greek Life and provide opportunities in leadership training.

*Inter-Residence Hall Council* is the residence hall governing body, with membership formed by representatives from each of six residence halls. The council helps establish policy and is responsible for coordinating Little Sibs Weekend and other programs for residential students.

*The 'Berg Events Council* provides educational and social events for the entire Heidelberg community. Through a wide variety of activities, such as films, musical acts, comedians, special events and off-campus programs, the organization plans and provides activities designed to give students, faculty and staff opportunities to broaden their personal, social, educational, recreational and cultural lives.

## SOCIETIES AND FRATERNITIES

Approximately twenty percent of the Heidelberg campus belongs to a fraternity or a society. These Greek organizations have played an important role in Heidelberg's educational and social life. Recruitment of new members occurs each year. The Heidelberg Greek community is comprised of eight Greek letter organizations. Of the eight organizations, there are four men's fraternities: Alpha Phi Tau, Excelsior, Nu Sigma Alpha and Sigma Tau Nu, and four women's societies: Delta Sigma Chi, Euglossian, Kappa Psi Omega and Philalthean. Each organization is characterized with unique qualities and characteristics; there is something for everyone. Established originally as purely literary societies, these societies and fraternities have developed into organizations committed to providing opportunities for leadership development. Additionally, they strive to improve scholarship and community service/philanthropic efforts within the Tiffin and Heidelberg community. Finally, these organizations understand the true meaning of friendship through their brotherhood/sisterhood bonds and opportunities to demonstrate Greek unity through activities, such as Greek Week, Greek Sing, formals and chapter retreats.

## HONORARY GROUPS

**Alpha Epsilon Rho**, (AERho) a broadcasting honorary, encourages and rewards scholarship and high level accomplishment among students in the art and science of broadcasting, cable, film and industry.

**Alpha Lambda Delta** is a first-year and sophomore honorary based on scholastic achievement of a 3.5 GPA. The purpose of the organization is to promote scholarship and provide intellectual stimuli to the campus, especially the underclassmen.

**Alpha Psi Omega**, a national honor society, gives special recognition to college and university students who excel in the theatre arts. Members are selected from the upper three classes for their outstanding stage performance and backstage work.

**Beta Beta Beta**. The Eta Beta chapter of Beta Beta Beta is an honor society for biology students with superior academic records. The purpose of this society is to stimulate sound scholarship, promote the dissemination of scientific truth and encourage investigation in the life sciences. Beta Beta Beta is affiliated with the American Institute of Biological Sciences.

**Delta Phi Alpha**. The Heidelberg Epsilon Psi chapter of this German honor society was recognized in 1965. Membership invitations may go to students who are at least sophomores, are registered in a German 300 or 400-level course, hold a B-plus average in German and are recommended by the Department of German faculty.

**The Honor Society** is Heidelberg's only all-College scholastic honor society. Each spring faculty and staff members of the Society elect as new members seniors who are candidates for a bachelor's degree. New members must have a GPA of at least 3.5 and rank in the top 15 percent of the graduating class. Candidates must also have completed a specific distribution of course work. Acceptable distributions include the general education requirements that apply to the B.A. and B.S. degrees, the distribution requirements of the Honors Program and a distribution of courses for those seeking the Bachelor of Music degree as determined by the Honor Society:

**Kappa Delta Pi**, a national honor society, is open to juniors and seniors in the Department of Education who have high scholastic standing, adequate professional interest and desirable social qualities. Selected sophomores are admitted as provisional members.

**Omicron Delta Kappa**, national scholarship and leadership organization. Students must have a 3.0 grade point average and have shown leadership skills on campus.

**Phi Alpha Theta**. Students are eligible for nomination to Heidelberg's Delta Gamma chapter of this history honorary if they have completed 12 semester hours of history with an average of at least 3.1, and have maintained at least a 3.0 average in other subjects.

**Pi Kappa Delta**, Heidelberg's Ohio Beta chapter of the national forensic honor society is open to men and women who distinguish themselves in public speech.

**Psi Chi** is the National Honor Society in psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Membership requirements are psychology majors or minors with 9 hours or more in psychology, completed at least 3 semesters of college, 3.0 GPA in psychology courses, a minimum 3.0 overall GPA and rank in the upper 35 percent of their class.

**Sigma Delta Pi**, national Spanish honorary, recognizes and encourages high academic achievement in Spanish.

**Sigma Pi Sigma** recognizes high academic achievement in physics—a 3.3 grade average in physics and a 3.0 average, with one course beyond Modern Physics (PHY 218).

**Sigma Tau Delta**, national English honor society, recognizes and encourages high achievement in English. The Alpha Mu Chapter was established at Heidelberg in 1972. Majors and minors in English who have completed at least three semesters and two literature courses beyond the first-year requirement and have earned a B average in English and a cumulative average which places them in the highest 35 percent of their class are eligible for election to membership.

**Tau Mu Sigma**, honorary musical organization, selects members on the basis of musical ability and general scholastic standing. Its program encourages masterly musical achievement and good fellowship.

**Tau Pi Phi**, national business honorary, recognizes and encourages high academic achievement in business administration, accounting and economics. Heidelberg chapter charter was granted in 1972.

## DEPARTMENTAL CLUBS

*American Chemical Society Student Affiliate*, chartered in 1949 for students majoring in the Department of Chemistry, sponsors programs and lectures, industrial plant trips, consultations with experts and other activities. Open to any student interested in chemistry.

*"H" Association*, men and women become eligible for membership when awarded a letter in any varsity sport. Interest in Heidelberg's athletic program is promoted.

*Berg Business Club*, open to any business administration, accounting or economics major, provides field trips and special programs to promote interest in business enterprise.

*The Heidelberg Chapter of the American Choral Directors Association* is open to all students interested in the choral profession. Heidelberg's ACDA Student Chapter expands the choral curriculum beyond the classroom and provides practical experience for students as conductors and choral educators. In addition, this organization provides vital assistance to the choral program: recruitment, choir activities, concerts, receptions, clinics, festivals, etc.

*The Heidelberg Chapter of the Ohio Music Education Association*, open to all students in Music Education, monitors professional developments in music education through monthly meetings and contact with the state and national organizations.

*The Heidelberg Chapter of the Society of Physics Students*, open to any student interested in physics and/or science education, seeks to advance physics and encourage student interest in the sciences throughout the academic and local communities. Among activities are guest speakers, films and trips to research laboratories.

*Intramural Program* offers all men and women students opportunities for recreation and skill development in sports and related activities. Some intramural activities are co-educational.

*The Speech Team* is open to students interested in intercollegiate competition and individual speaking events. (See Forensics on page 107.)

*Student Education Association, E.I.F. Williams Chapter*, encourages interest in education and brings members in contact with current trends and leading authorities. It is open to any education student.

*National Broadcasting Society* is Heidelberg's chapter of a national organization dedicated to educating broadcast students about the industry. Annual field trip. Open to all students.

## CAMPUS MINISTRY

*Berg UCC* students meet weekly to spend time together socially and inspirationally. BUCC also provides opportunities for service outreach projects to the local community. Projects have included visiting the elderly, helping at local UCC churches and planning retreats.

*Campus Fellowship* offers interested students the chance to learn and share through fellowship, Bible study and social activities.

*Newman Club (Catholic)* consists of students who are interested in opportunities for service, prayer and forming Christian community. Activities include service trips to poverty-stricken areas, visiting the homebound and planning on-campus masses.

*Chapel Services* offer students of various faiths the opportunity to join together in prayer during times of crisis as well as in the ordinary events of everyday life. The schedule of services varies and is based on the needs of interests of the Heidelberg student body.

## INSTRUMENTAL GROUPS

Heidelberg's principal instrumental groups are the *Symphonic Band*, *College-Community Orchestra*, *Jazz Ensemble*, *Athletic Band*, *Brass Band* and many small ensembles. The Symphonic Band is a carefully balanced musical unit selected from the College as a whole. It rehearses two times a week and presents several concerts annually. Members of the College-Community Orchestra are selected college students, faculty members and musicians from surrounding communities. The group rehearses as a unit weekly. String, woodwind and brass section rehearsals are scheduled regularly. The orchestra presents three or more concerts each year and also performs in the college's presentation of Handel's *Messiah* every December.

The Jazz Ensemble is open to students desiring experience in traditional and contemporary jazz and swing music. Admission is by audition; students enrolled in Symphonic Band receive first priority. Rehearsals are held twice weekly. The group presents a number of performances each year on and off campus.

The Brass Band provides a unique opportunity for brass musicians to participate in a large ensemble whose instrumentation is modeled after the British Brass Band. The band is comprised of brass majors, music majors from other areas of concentration, non-music majors, Heidelberg faculty members and community members. The brass band presents one to two concerts per semester, both on and off campus.

The Athletic Band performs for home football and basketball games, and is open to all students. Small chamber ensembles are organized on a yearly basis to meet the needs of instrumentalists on the campus; they rehearse at the discretion of the faculty.

## COMMUNICATIONS

Students are directly responsible for four media organizations which afford them opportunities to become involved in writing, art, photography, layout, business affairs and broadcasting.

The *KILIKILIK*, a newspaper edited and managed by students during the school year, affords practical training in journalism.

The *AURORA*, Heidelberg yearbook, is managed and edited by students.

*MORPHEUS*, Heidelberg's student-edited literary magazine, publishes stories, essays, poetry and art submitted by students and faculty.

*WHEI-FM* and *WHEI-TV* are an integral part of the Communication and Theatre Arts (CTA) department. Students may learn and practice announcing, engineering, production, direction and writing skills at *WHEI-FM*. *WHEI-TV*, cable 23, produces daily news and other events for the community. Students produce and report the daily half-hour news program. Both *WHEI-FM* and *TV 23* are open to *all* Heidelberg students. *WHEI* maintains a local chapter of the National Broadcasting Society/*AERho* for future broadcasters.

## · CHORAL GROUPS

Heidelberg's principal choral groups are the *Concert Choir*, *College-Community Chorus*, *Chamber Singers* and *Singing Collegians*. The Concert Choir, a select choir of mixed voices chosen by audition, rehearses at least three times weekly and makes one extended concert tour and occasional weekend trips each year. The College-Community Chorus, which rehearses three times weekly, is open to all who enjoy singing and especially to students who contemplate subsequent membership in the Concert Choir. The Concert Choir and the College-Community Chorus join with other singers from the College and community to present Handel's *Messiah* every December.

The Chamber Singers, a small group of versatile musicians from the Concert Choir, sing repertoire from various style periods. The Singing Collegians, a select group of voices chosen from the Concert Choir and College-Community Chorus, sing a lighter, semi-classical or popular type of music with choreography.

## · THEATRE ARTS

The Communication and Theatre Arts Department offers opportunities to all students for experience in acting, directing and stagecraft through participation in a major season of plays and presentations. Every effort is made to present productions of the highest cultural and entertainment caliber and to provide an educational experience for performers and audiences. Selected productions are entered in the American College Theatre Festival and 2-3 students from these productions are selected to compete in the Irene Ryan Acting Competition. Student designers and playwrights may be selected for similar competitions in the Festival. The College has a chapter of Alpha Psi Omega, national theatre honorary.

## · FORENSICS (SPEECH TEAM)

Heidelberg's forensic program gives students an opportunity to enter intercollegiate speaking contests in individual events, including oral interpretation of literature, persuasion and extemporaneous speaking. Students of all disciplines who distinguish themselves academically and in forensics may join Pi Kappa Delta, a national honorary forensics organization. During the year, students travel throughout Ohio and beyond to participate in invitational, state, regional, national and international speech tournaments. Heidelberg's Speech Team has a tradition of excellence in state, national and international competition.

## · CULTURAL OPPORTUNITIES

The Communication and Theatre Arts Department carefully selects its theatre offerings each season. It attempts to vary the type and appeal of a play to add to the cultural development and critical tastes of the College and community. Normally, three to four major productions are given each year.

The Campus Center Film Series includes productions, art films and other showings with appeal to a college audience.

Notable speakers, performers and artists appear on campus through the Artist-Lecture Series and College Campus Program Board Series and in the community under the auspices of the Ritz Theatre for the Performing Arts. Heidelberg regards these events as an important facet of the educational opportunity it provides for students and residents of the campus and local communities.

## ATHLETICS

Heidelberg College promotes athletics as a valuable part of the educational experience. The College believes that athletics must always be in harmony with the academic atmosphere of the College, and should provide opportunities for recreation and social activity, as well as lessons in sportsmanship and teamwork.

The College offers 19 varsity sports along with a variety of intramural activities. Intercollegiate athletic programs for men include baseball, basketball, cross-country, football, golf, soccer, tennis, indoor and outdoor track and field, and wrestling. Women participate in basketball, cross-country, golf, soccer, softball, tennis, indoor and outdoor track and field, and volleyball.

## STUDENT HEALTH SERVICE

*The Stoner Health Center* is a modern clinical and health and wellness service facility. The center is open Monday through Friday from 7:30 a.m.-4:00 p.m. A board-certified family practice physician is available at the center during special hours Monday through Friday. Health services are provided to undergraduate students as necessary.

The center does not provide overnight care. **Emergency** medical services are provided on a 24 hour basis by the Emergency Care Center at Mercy Hospital of Tiffin. This facility is located at 485 W. Market Street, about two miles west of the Heidelberg campus.

Stoner Health Center does not provide student physical examinations for participation in collegiate sports, employment, graduate school or foreign travel. Referrals will be made for dental, eye and special medical services.

## HEALTH INSURANCE

All full-time undergraduate students enrolled at Heidelberg are eligible for and included in the Student Health Insurance Program unless coverage has been specifically waived as a result of a signed Waiver Card returned to the Business Office.

All visa-holding students are required to carry the Heidelberg special international student health insurance.

Insurance protection becomes effective in late August each year and continues for 12 months. The cost of this insurance protection is shown on the student statement and can only be removed by return of the signed Waiver Card. The program provides financial protection to the student and parents if treatment and/or confinement in the College Health Center or a hospital becomes necessary.

## PLACEMENT

The Office of Career Development assists all students with their career planning efforts. The Office can help first- and second-year students with identifying majors through individual career counseling, personal assessment instruments and by providing guidance for career exploration and life planning. A career exploration class, NDI 116, is also offered by this office and is open to all interested students. The Office provides all students with assistance in internships, full-time job and/or graduate school investigation and applications. Seniors, and in some cases juniors seeking internships, also have the opportunity to interview both on and off campus with potential employers. Students may also take advantage of annual career fairs sponsored by the Office.

The Office of Career Development also administers *Teacher Placement Services*. This program is designed to assist graduating education majors with obtaining a teaching position on an individual basis, as well as providing access to education job fairs that Heidelberg College co-sponsors each spring. Students may open a *credential file* that includes personal data, recommendation letters and other pertinent information about the teaching ability of the candidates. These credential files are made available to interested school systems or other prospective employers. Seniors may use the credential file service from September to the following August of the graduating year. Graduates of the College who have completed certification requirements also may take advantage of the program. There is a small administrative fee for this service.



# Honors and Prizes



## HONORS

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*Dean's List.* After the completion of each semester, the Vice President for Academic Affairs and Dean of the College publishes a list of those full-time students who attained an average of at least 3.5 during the semester and have no grade below a "C". Those full-time students who attained semester and cumulative averages of at least 3.5 with no grade below a "C" and were enrolled for at least 5 semester hours with grade will also be included on the Dean's List. A student receiving an "NC" grade, an incomplete (I) or a "U" in 0-level courses is not eligible for the Dean's List. TSD and HPE activity classes are excluded from this restriction.

*Honor Societies.* Included among the honors for which students are eligible is membership in one or more of the honor societies.

*Scholarship Honors.* Two grades of honors are conferred at graduation: high honors, *magna cum laude*, to those who have attained a point average of at least 3.8 (A=4) for the entire four years of their courses; honors, *cum laude*, to those who have attained a point average of at least 3.5.

These honors are recorded on the diplomas of the students earning them and are published in the commencement program. Honors are based upon credit earned courses only (not CLEP) at Heidelberg College. Students may receive these honors provided they have spent the last two years and completed 60 hours of course work at Heidelberg College.

*Special Honors.* Any student in the graduating class who has in a special manner distinguished herself or himself shall be eligible for a special honor at the discretion of the faculty.

## PRIZES

*The J. Robert Allman Award in Theatre Arts*, established in 1997 by the Department of Communication and Theatre Arts, recognizes a graduating student who, out of participation in at least six Heidelberg Theatre productions, is considered to exceed all other acting participants in performance and leadership onstage.

*The Arthur E. and Helen M. Bean Music Award* was established in 1998 in honor of the donors, Arthur and Helen Bean. It is given to a junior music major on the Bachelor of Music, Bachelor of Arts or Bachelor of Science degree. Nominations are made by instrumental faculty at the end of the sophomore-year juries and the recipient is elected by the instrumental faculty after the nominee has performed a junior recital.

*F. J. Brand Prize in Physics*, annual cash award to the junior or senior who has taken at least 14 semester hours in physics and who, in the judgment of the head of the department, has made the greatest progress in laboratory or classroom work during the year.

*Burghalter Memorial Award*, annual cash award to any student in the three upper classes who voluntarily during the year by a single continuing unselfish act has best exemplified the spirit of the Good Samaritan.

*Distinguished Service Award in American Studies* is a four year award in recognition of outstanding service to the College or community by a student majoring in American studies.

*Distinguished Student Award in American Studies* is a cash award presented to the graduating senior who has achieved the highest academic standard during four years at Heidelberg while a major in the department.

*The Helmut Fischer Prize in German-American Studies* - To a student selected by the Language Department who in the past year excelled in German studies or in fostering German-American understanding.

*Paul A. Flynn Memorial* - To be awarded to a pre-law student.

*Alexander and Christina Garver Memorial Prize*, annual cash award to the two first-year students who rank highest in a competition in English composition each May.

*Michael Hayhow Prize* - An award to a first-year student who, showing intent to return to Heidelberg College for further education, exemplifies the qualities of leadership, grade point average and service to the community.

*William Henry Gibson Prize Fund* provides an annual cash award to a graduating senior who, in the judgment of the keyboard faculty, has excelled in the performance of a full senior piano or organ recital.

*R. W. Herbster Prize*, two annual cash awards in an oratorical contest each spring in which all College students are eligible to participate. The highest ranking man and woman in this contest will represent the College in the annual state oratorical contests.

*The Alfred T. Hobson Award* is a cash award made annually to the junior or senior majoring in English or communication and theatre arts whose qualities of character and personality best reflect those of Alfred (Al) Hobson.

*Paul H. Hoernemann Award*, based upon a gift from the Rev. T. W. Hoernemann, father of Paul Hoernemann. This plaque is awarded annually to the graduating student who most nearly exemplifies the characteristics of mind, body and spirit to which Paul Hoernemann (Class of 1938) dedicated his own life: high ethical character, scholarship, proficiency in athletics and conspicuous loyalty to the spirit of Heidelberg College.

*The Paul H. Hoernemann Memorial Prize Fund*, annual award divided equally between the two sophomores who have shown the most improvement in football and voice, as determined by the professors and department heads in these areas. The award is to be applied to student's fees during the first semester succeeding the year in which it is awarded, irrespective of any other aid or scholarships.

*H. Dana Hopkins Award*, annual cash prize to the outstanding senior student majoring in Communication and Theatre Arts. Selection will be based on scholarship and participation in CTA activities, as judged by the Communication and Theatre Arts faculty.

*Jane Frost Kalnow Memorial Fund* is an annual cash award for one or more scholastically outstanding German majors.

*Jane Frost Kalnow Memorial Fund Career in Accounting* is an annual cash award to the outstanding junior with a career goal in accounting selected by the faculty of Business Administration, Accounting and Economics.

*Jane Frost Kalnow Memorial Fund Career in Industry* is an annual cash award to the outstanding junior with a career goal in industry, selected by the faculty of Business Administration, Accounting and Economics.

*Jane Frost Kalnow Memorial Scholarship* is an award given annually to a deserving student based on scholarship and character.

*Kefauver Memorial Prize*, annual cash award to the member of the junior class who has received the highest grades throughout the year.

*Thomas F. Keller Prize*, annual cash award to the three members of the graduating class who have received the highest grades throughout their four years at Heidelberg.

*The Frank Kramer Prize* is a cash award presented to a junior or senior who has taken at least 12 hours in classics with a grade average of at least 3.5.

*The John Allen Krout Award*, in honor of the alumnus and former dean of Heidelberg College, is a plaque presented to a junior for scholarship and participation in two varsity athletic sports.

*The John Allen Krout Prize in American History* is an annual cash award to the graduating senior who, in the judgment of the Department of History, has demonstrated outstanding ability in American history.

*Edward Lamb Foundation Award*, plaque awarded to the senior majoring in the field of business administration and economics who has the highest cumulative grade point average.

*Charles M. LeGalley Prize in Speech*, annual cash award to a junior who is judged by the Department of Communication and Theatre Arts to be the "best performer" in that year in the activities of the department.

*A. G. McQuate Award in Field Biology*, annual cash award to the upperclass student who, in the judgment of the biology faculty, has demonstrated ability, interest and promise in the areas of conservation and field studies. Participation in formal field studies programs will be encouraged in the granting of this award.

*Dr. and Mrs. Burton R. Miller Prize in English*, annual cash award to the senior majoring in English who has received the highest grades in English during his or her junior and senior years.

*Wellington and Anna Miller Memorial Prize*, annual cash award divided between the two seniors receiving the highest grades throughout the year.

*The Montague Prize*, established in 1995 in memory of Henry S. Montague, a former faculty member of Heidelberg College, is awarded to the most outstanding sophomore and junior keyboard major; applicable only for payment of College fees.

*Dr. Rose Moore Education Award*, based on scholarship, character, personality and prospects as a teacher, is a cash award to be presented to a student preparing for a career in elementary education.

*The Ferris and Dorothy Ohl Prize* is a cash award presented for excellence in musical performance to a student music major working toward a Bachelor of Music degree who has best displayed musical talent, performing ability and the potential for professional success. The student will be selected in the second semester of the senior year by the entire music faculty. The prize is to be awarded during Honors Convocation.

*Alan S. Okun Prize in Communication and Theatre Arts*, established in 2001 by Alan S. Okun's (Class of 1972) family, will benefit a student majoring in communications with a concentration in radio broadcasting.

*Lenore Osterholm Prize in Spanish*, annual cash award to the two students who have achieved the highest grades in Spanish above the 200 level.

*Harry Emil Pheiffer Living Memorial Award*, annual cash award to a junior preparing for the ministry in the United Church of Christ on the basis of scholarship, Christian character and Christian leadership qualities.

*Pretzer Memorial Prize in Religion*, annual cash award to the two students, either sophomores or first-year students, who, in the judgment of the head of the Department of Religion, write the best term papers for the beginning courses in the department (201 or 250) on the outlook of the Christian faith upon some practical everyday problem.

*Prugh Prize in Athletics*, annual cash award to the graduating student who is judged to have excelled all others in leadership and performance in several branches of intercollegiate athletics, one of which has been basketball, during his or her career at Heidelberg College. Selection is made by a committee composed of the head of the faculty Committee on Athletics, the Director of Athletics and the Vice President for Student Affairs.

*PSI CHI Outstanding Senior Award* is a plaque presented to the graduating senior, majoring in psychology, who has demonstrated outstanding work in academics. Nominations are made by the Heidelberg chapter of Psi Chi (the National Honor Society in Psychology) and final selection is made by the Department of Psychology.

*William A. Reiter Memorial Prize*, annual cash award divided equally among the four first-year students ranking highest in the Extempore Contest in Public Speaking.

*Senior Laureate Prize* - An award given annually to a worthy student based on scholarship and character.

*John C. Shinn Memorial* - An annual award given to a young man or woman who is majoring in history, political science or economics.

*E. J. Shives Prize in Chemistry*, annual cash award to a senior who has majored in chemistry and who meets the following conditions: 1. has maintained a grade point average of B (3.0) in all courses taken for a degree after seven semesters in the College; 2. has maintained a grade point average of 3.5 in all courses elected for the major; and 3. has been judged by the staff of the Department of Chemistry as worthy of this honor.

*R.C. & J.D. Spring Scholarship* - An award to a needy and worthy Heidelberg College graduate who has been accepted by a theological seminary to prepare for service as a minister in the United Church of Christ. Preference is given to students from Montgomery County, Ohio.

*Martin Walker Smith Prize in History*, annual cash awards to two senior students. One award goes to the senior major with the highest cumulative point average at the end of the first semester of the senior year. The second award goes to a senior major for a research paper on some problem in history.

*Daniel J. and W. J. K. Snyder Prize*, two cash prizes and keys awarded to the man and woman who at graduation are adjudged by the faculty to have excelled during their four years at College in leadership based upon character and scholarship.

*William F. Steele Prize in Mathematics*, annual cash award to the graduating mathematics major who, in the judgement of the mathematics faculty, best demonstrates outstanding interest, ability and potential for further study in mathematics.

*George A. Stinchcomb Prize in Natural Science or Mathematics*, annual cash award to a student of sophomore standing during the year who excels in natural science or mathematics. The recipient is chosen by the Vice President for Academic Affairs from students recommended by the heads of the natural science and mathematics departments. The sophomore must have completed four semester courses in natural science and two semester courses in mathematics.

*Stoner Memorial Prize*, annual award to the two sophomores in Arts who receive the highest grades during the first-year and sophomore years; available only for the payment of College fees.

*Tau Mu Sigma Prize* is a cash award given each year by the organization to the sophomore in the Department of Music who has maintained the highest scholastic average for the year.

*Triad Club Award* is a credit letter, given each year to the junior in the Department of Music who has the highest music cumulative average during the year.

*Dr. E.J.F. Williams Memorial Prizes in Education*, annual cash awards to two men and two women in student teaching who are judged by the Department of Education to rank highest. Two of the prizes are for students preparing to teach in elementary schools, the other two for students preparing to teach in junior or senior high schools.

*Wilson Memorial Prize*, given each year to a senior majoring in biology, who has been accepted for graduate study in a biological science or in medicine or dentistry and who shows promise of outstanding achievement.

*The Leanne O. Wolff Award in Communication and Theatre Arts*, established in 1996, is awarded to the junior majoring in Communication and Theatre Arts with the highest grade point average after five semesters.

*Allan King Zartman Prize in Biology*, to the sophomore or junior in biology who has excelled in the quality of his or her work. The award, made by the head of the Department of Biology, is available only for College fees during the succeeding year.

*Elizabeth Conrad Zartman Prize in Philosophy*, annual award to the sophomore or junior in philosophy who has excelled in his or her work. The award, made by the head of the Department of Philosophy, is applicable only for College fees during the succeeding year.

# Scholarships



The College grants that are awarded through financial aid are supported in part by the income from many of the following endowed scholarships. These endowments are awarded by the Financial Aid Office based upon specific selection criteria. No separate application is required.

DR. HENRY LYMAN ABBOTT MEMORIAL SCHOLARSHIP FUND is to be awarded to a junior or senior in pre-medical studies who has attained a 3.5 cumulative grade point average and who intends to enter medical school. The recipient must be an American citizen, of good character, deserving and recommended by a member of the pre-medical faculty.

JUSTIN ABEL AND KRISTA McCLISH MEMORIAL SCHOLARSHIP, created by their families following the untimely deaths of Justin and Krista in November 2000. It is awarded to a Seneca East High School student who wishes to pursue music (1st priority) or drama (2nd priority) at Heidelberg College.

THE MARY R. ADAIR MEMORIAL SCHOLARSHIP FUND, established in 1982, is awarded to academically qualified and deserving students.

MR. AND MRS. J. EARL ADAMS SCHOLARSHIP, established in 1982, is awarded to deserving students.

O. W. ANDERSON SCHOLARSHIP, established in 1980, aids worthy students majoring in business administration.

ALICE C. ARNOLD SCHOLARSHIP FUND, established in 1988, is used to assist worthy and deserving students.

GEORGE AND JENNIE BACHMAN SCHOLARSHIP FUND, established in 1970, is used to help deserving students.

DAVID BAER SCHOLARSHIP FUND. Income is awarded to any entering first-year student participating in football.

BECK-MEIER SCHOLARSHIP, established in 1983, is awarded to a pre-medical student.

HARRY ROBERT BEHRENS MUSIC SCHOLARSHIP FUND, established in 1970, provides scholarships for first-year students entering the Department of Music.

LEX BERSON SCHOLARSHIP is awarded each year, by the family, to a political science major.

THE HAROLD E. AND MARGARET M. BOEHM SCHOLARSHIP FUND is awarded to deserving and academically qualified sophomores or juniors of financial need.

THE ROBERT B. BOLENBAUGH MEMORIAL SCHOLARSHIP FUND, established in 1992, is awarded to academically qualified and deserving students of financial need.

HERBERT L. BOWMAN SCHOLARSHIP FUND, established in 1988, is awarded to a student majoring in secondary education. Consideration is given to the students' scholarship, citizenship and moral standards.

THE GLEN R. BRENNEMAN FAMILY GRANT, established in 1988, is awarded to academically qualified and deserving students with preference granted to students from Wadsworth, Copley, Field, Green, Highland, Hudson, Norton, Orville and Revere High Schools in Ohio.

DR. MILTON F. BROWN MEMORIAL SCHOLARSHIP FUND was established in 1969 with the income given annually to a student majoring in the sciences, preferably a medical student.

LEORA DRINKWATER CLARK UNITRUST FUND is made in memory of Leora Drinkwater Clark, class of 1993, an educator and long-time, loyal supporter of Heidelberg College and the Heidelberg Music Department.

- CHARLES A. COCKAYNE MEMORIAL SCHOLARSHIP FUND is used to assist needy and deserving students.
- COLE FAMILY SCHOLARSHIP, created by the Charles and Patty Cole family of Republic, Ohio, is awarded annually to students majoring in business who are financially deserving.
- COORS VETERANS' MEMORIAL SCHOLARSHIP FUND, established nationally in 1985, provides financial assistance to sons and daughters of American veterans. Students must have at least a sophomore class standing with a grade point average of 3.0 or better.
- THE LEONA NEWCOMB COULTER SCHOLARSHIP IN ENGLISH, established in 2000, is awarded to students majoring in English.
- THE KENNETH B. CUMMINS SCHOLARSHIP. For qualified students with a preference toward an interest in mathematics.
- THE GENE DICKARD MEMORIAL SCHOLARSHIP FUND, established in 1995, awarded annually to one or more deserving students, with priority given to education or history majors.
- ALLAN B. DIEFENBACH-GERTRUDE E. FOUTZ SCHOLARSHIP FUND, established in 1987, is awarded to an upperclass student with a Christian attitude and a 3.0 grade point average.
- THE ELEANOR W. AND ROBERT G. DILLER SCHOLARSHIP, established in 2002 by their daughters, the Diller Scholarship assists deserving students who ultimately want to pursue a career in teaching. Recipient must maintain a GPA of 3.0 or better.
- THE RALPH AND AMELIA DREHER/OPAL DREHER LIGHT AND GEORGE LIGHT SCHOLARSHIP FUND, established in 1977, provides aid to deserving students who have graduated from a public high school and maintains a 3.0 at Heidelberg.
- THE DOROTHY SMYTHE DUESLER MEMORIAL SCHOLARSHIP IN EDUCATION, established in 2000, is awarded to a student majoring in education.
- THE DR. ALICE L. EBEL SCHOLARSHIP, established in 2001, is awarded to women students majoring in political science who desire a career in civic and public service and may be motivated to run for elected office.
- THE GERALD D. EDWARDS SCHOLARSHIP, established in 1998 in honor of Gerald D. Edwards, class of 1972, to assist a sophomore, junior or senior African American student.
- EIGHTH UNITED CHURCH OF CHRIST (CLEVELAND) SCHOLARSHIP FUND, established in 1977, provides aid to deserving students.
- THE GLENN D. EVERETT AND HELEN E. REYNOLDS EVERETT SCHOLARSHIP FUND, established in 1992 in recognition of Helen E. Reynolds Everett's long and devoted service to Heidelberg College, is awarded to academically qualified and deserving students of financial need.
- FACULTY-STAFF SCHOLARSHIP FUND, established in 1958 as a part of the Development Program, assists deserving students.
- FAIRHAVEN HOME OF UPPER SANDUSKY, OHIO, has established a scholarship to provide an annual award, preferably to a student interested in problems of the aged.
- FIFTY-YEAR CLASS SCHOLARSHIP FUND was established in 1968 by gifts from the Class of 1917 and the Class of 1918 and will be increased as gifts from other 50-year classes are received. It is awarded to deserving students.
- LESLIE H. AND THELMA M. FISHEL MUSIC SCHOLARSHIP FUND was established in 1982 to assist a music student with College expenses.
- THE DOROTHY AND FLOYD FITCH SCHOLARSHIP, established in 2002, shall be awarded to a full-time Black American student of junior or senior rank who has demonstrated leadership and character.
- GEORGIA FLAD SCHOLARSHIP FUND, established in 1976 by St. John's United Church of Christ, Bolivar, Ohio, is used to support a deserving student from Tuscarawas or Stark counties, Ohio.
- PHILIP AND MARCIA FLECK SCHOLARSHIP, established in 1983, is awarded to a junior or senior from the Seneca County area who is majoring in one of the natural sciences.
- FOUSE SCHOLARSHIP is awarded to students preparing for United Church of Christ ministry.

RALPH AND DOROTHY FOUTZ SCHOLARSHIP FUND is awarded to a male or female full-time student who has completed the first year, has a Christian attitude and has at least a 3.0 grade point average.

THE FRANKLIN FUND, established in 1987 in memory of James Truman Franklin and Edna Darrel Whitlinger Franklin, is awarded to an upperclass student with a Christian attitude and a 3.0 grade point average.

WAYNE AND KATHRYN FUNK SCHOLARSHIP FUND assists deserving students.

WENNER A. FUNK MEMORIAL FUND was established in 1982 to support deserving students on the basis of need.

ELISABETH WEAVER FURBAY MEMORIAL SCHOLARSHIP, established in 2001, benefits students studying music and who have an interest in applying their knowledge "to encourage the perpetuation of the Gospel and the love of Jesus through music."

PHILIP FURBAY MEMORIAL SCHOLARSHIP, established in 2001, to benefit a student of superior, ethical character majoring in business and involved in extra-curricular activities.

THE GAR FOUNDATION SCHOLARSHIP was established in 1985 to assist deserving and needy students.

THE GENERAL SCHOLARSHIP FUND was established to assist deserving and needy students.

JAMES STUART GILLIE SCHOLARSHIP FUND is awarded to young men and women of good Christian character in the following order of preference: 1. Persons who are active members of the St. John United Church of Christ, Fort Wayne, Indiana; 2. Persons who are active members of any congregation in Allen County, Indiana, which is affiliated with the United Church of Christ; 3. Persons who are active members of any congregation in the state of Indiana which is affiliated with the United Church of Christ; 4. Persons who are active members of any United Church of Christ congregation.

THE ROBERT G. GIOIA SCHOLARSHIP FUND provides aid to full-time deserving students who exemplify the spirit of Robert G. Gioia by demonstrating loyalty, compassion, hard work and a true friend.

ADRIAN J. GOOD SCHOLARSHIP IN CHEMISTRY, established in 2003, will benefit a student majoring in chemistry.

JAY L. GOODIN SCHOLARSHIP FUND, established in 1976, is used to assist deserving students.

THE NORMA M. FANT GOODWIN SCHOLARSHIP FUND, established in 1994, with the income awarded to academically qualified and deserving students of financial need majoring in voice, piano or organ.

THE WILLIAM F. GOODWIN SCHOLARSHIP FUND, established in 1994 by contributions from Excelsior alumni and friends, with the income awarded to academically qualified and deserving students of financial need, who are members of a Greek social organization with preference granted to members of Excelsior.

THE EMIL J. GUINThER SCHOLARSHIP, established in 1996, is awarded to academically qualified and deserving students.

HARTSHORNE SCHOLARSHIP assists senior students preparing for the ministry in the United Church of Christ.

HEIDELBERG COLLEGE WOMEN'S CLUB OF GREATER CLEVELAND SCHOLARSHIP FUND was established to support a deserving woman student who resides in the Greater Cleveland Area.

THE DR. BEN M. AND ELIZABETH HERBSTER SCHOLARSHIP, established in 2002 through the estates of Elizabeth Beam Herbster ('26) and Ben M. Herbster ('26), lifelong supporters of Heidelberg College, to benefit a freshman student from the United Church of Christ.

THE JOHN S. HERTZER AND ANNE KENNEDY HERTZER SCHOLARSHIP FUND, established in 1996, is awarded to academically qualified and deserving students.

THE DONALD W. AND ANNA M. HOLLIBAUGH SCHOLARSHIP, established in 2000, is awarded to deserving students.

HOPE CONGREGATION CHURCH SCHOLARSHIP is awarded to a male or female student entering their junior or senior year pursuing a career in medicine or theology.

- THE EDNA H. HORN SCHOLARSHIP, established in 1999, is to be used for general purposes by deserving students as determined by the Director of Financial Aid.
- WILLIAM HORSTMEIER SCHOLARSHIP is awarded to deserving students.
- NANCY SCOTT HOUGH SCHOLARSHIP was established in 1998 by Dorothy Davis Scott in memory of her daughter, Dorothy Scott Hough, class of 1950, to support an academically worthy but financially needy student.
- WILLARD C. AND JEAN KUENTZ HOSIC SCHOLARSHIP, established in 1996, provides assistance to full-time students entering their junior year majoring in the Education, Business or Music Departments. Maintaining a "B" average may qualify them for renewal in their senior year.
- MELVIN & GAIL PATTERSON JOACHIM SCHOLARSHIP, assists deserving students in Speech.
- JOSEPHSON SCHOLARSHIP is awarded to a minority student.
- KENNETH L. KELLER SCHOLARSHIP FUND, established in 1976, provides aid to needy and deserving students.
- DEAN FRANCIS W. KENNEDY SCHOLARSHIP FUND, established in 1975, provides financial assistance to students with need.
- THE LORENE E. KENNEDY SCHOLARSHIP FUND established in 1989, is awarded to deserving sophomores, juniors or seniors majoring in history, political science or business administration.
- KERNAN MEMORIAL SCHOLARSHIP FUND, assists deserving students with the following priority: 1. Junior Home Kid; 2. from the Tiffin area; or 3. a deserving student.
- MABEL KINLEY MEMORIAL SCHOLARSHIP awards the income each year on a 60-40 basis to the two candidates for the degree of Bachelor of Music who earn the highest point averages in the junior year.
- WILLIAM F. KISSEL SCHOLARSHIP FUND is awarded to worthy and deserving students.
- A. A. KITTERER SCHOLARSHIP FUND assists needy and worthy pre-theological students of the United Church of Christ
- HERMAN A. KLAHR SCHOLARSHIP, established in 1989, is used to assist a worthy and deserving student.
- THE KATHRYN R. KOCHLI SCHOLARSHIP FUND provides aid to full-time students entering their junior or senior year majoring in music education who will be teaching vocal music.
- LAURA L. KOHNE MEMORIAL SCHOLARSHIP FUND was established in 1987 to assist deserving students with the following priorities: 1. request by family; 2. member of St. Peter's United Church of Christ in Amherst, Ohio; 3. Amherst student; or 4. other needy students.
- THE JOHN I. KOLEHMAINEN SCHOLARSHIP IN POLITICAL SCIENCE, established in 1996, is awarded to incoming first-year students who display an interest in political science and maintain a 3.0 grade point average. The Scholarship is renewable for three years.
- LAKE ERIE REGIONAL WOMEN'S GUILD SCHOLARSHIP was established to assist deserving students.
- BETTY LICHTENWALTER MEMORIAL FUND aids a worthy student in the Department of Music.
- LINDSAY SCHOLARSHIP has been awarded in the past to a deserving student.
- RICHARD J. LOEW SCHOLARSHIP is awarded to students in need of financial assistance.
- LONGAKER SCHOLARSHIP FUND assists deserving music students.
- WILLIAM L. AND VERNA M. LONSWAY SCHOLARSHIP FUND was established in 1985 for deserving full-time students who have earned at least a 3.0 grade point average following the first year. The student is eligible for the award for each of his or her remaining three years in school provided a grade point average of 3.0 or above has been achieved.
- WILLIAM A. LOTZ AND LETTIE LOTZ SCHOLARSHIP was established to assist a student in education or education administration.



- AUGUST H. LYVERS SCHOLARSHIP FUND, established in 1975, provides for eight scholarships, one for a major in music, one for a major in dramatics and the remaining six unrestricted.
- DR. R. F. MACHAMER MEMORIAL SCHOLARSHIP awards a sum each year on the basis of character, qualities of leadership and high scholarship to a pre-medical student at the close of his or her junior year. It is to be applied toward payment of tuition for the senior year at Heidelberg.
- THE FRANK F. ('30) AND EMILY LEE ('29) MALONEY SCHOLARSHIP, created in 1997 in memory of the donors who devoted their lives to the welfare of children. The scholarship assists needy students at Heidelberg College.
- BRUCE C. MARTIN MEMORIAL SCHOLARSHIP is awarded annually to one or more full-time, academically qualified, deserving students of financial need. Recipients shall maintain a "B" average at Heidelberg to qualify for renewal each year.
- THE W. W. MARTIN-ROTARY CLUB SCHOLARSHIP FUND aids students from Seneca County.
- THE MASTIN SCHOLARSHIP, established in 1988, is awarded to academically qualified students in the fields of natural sciences, mathematics, physics, chemistry and related disciplines.
- THE JOHN WILLIARD MATZ SCHOLARSHIP FUND, established in 1989, is awarded to academically qualified and deserving students.
- MAYER SCHOLARSHIP FUND assists deserving students.
- FREDERICA MAYER SCHOLARSHIP FUND, established in 1975, is awarded to deserving students in the sophomore, junior and senior classes.
- McMILLAN SCHOLARSHIP is awarded preferably to upperclass education students of high academic standing and in need of financial assistance.
- THE MEEKER-DEATS SCHOLARSHIP, established in 1997 in memory of Eugene and Mabel Meeker, Gertrude Meeker and Glenn and Anna Lee Meeker Deats ('39), to support a needy, pre-ministrial student from Seneca County in their senior year.
- ADAM E. MILLER SCHOLARSHIP FUND is awarded for scholarship purposes to aid a Stark County (Ohio) student from the United Church of Christ, one who is a prospective teacher or minister.
- THE LEWIS N. MILLER SCHOLARSHIP FUND, established in 1994, is awarded to deserving and qualified students of financial need. This scholarship is given in memory of Lewis N. Miller of Elyria, a loyal friend of Heidelberg College.
- BONNIE MOYER SCHOLARSHIP FUND, established in 1988, is awarded to a student majoring in business administration who holds the high ideals and sincere work ethics as lived by Bonnie Moyer.
- EVELYN G. MYERS MUSIC SCHOLARSHIP FUND assists a student, or students, majoring in music.
- THE ALEX G. AND IRENE F. NAGY SCHOLARSHIP is awarded to a student actively involved with a foreign language and extra-curricular activities at Heidelberg College.
- PHYLLIS TUTTLE O'BRIEN SCHOLARSHIP FUND assists deserving students.
- THE FERRIS AND DOROTHY OHL SCHOLARSHIP FUND, established upon their retirement in 1985 after 39 years of teaching at Heidelberg College, provides scholarships for first-year music majors who are working toward Bachelor of Music degrees.
- EDWARD N. PAINTON SCHOLARSHIP FUND helps deserving young people while they are at Heidelberg.
- PARK-VAUGHAN MEMORIAL SCHOLARSHIP FUND, established in 1976, provides aid to those students preparing to work with emotionally handicapped children.
- DR. CHARLES M. AND MARY C. PRUGH SCHOLARSHIP FUND was established in 1985 by Dr. and Mrs. Prugh, founders and for eighteen years, director of the Heidelberg Junior Year program at Heidelberg University, Germany. Preference is given to students in language or music.
- READERS DIGEST FOUNDATION SCHOLARSHIP FUND helps deserving students.

- THE PHILIP AND GLADYS RENDOFF MEMORIAL SCHOLARSHIP FUND, established in 1990, is to assist students majoring in elementary education and in need of financial assistance.
- RHODES-KING SCHOLARSHIP FUND assists deserving music students of piano, voice and violin.
- RICKARD SCHOLARSHIP was established to assist deserving students in the sophomore, junior or senior classes.
- THE EDWARD AND ALLENE RUBIN SCHOLARSHIP FUND for the Performing Arts, established in 1970, provides scholarships for students majoring in the arts.
- GERTRUDE SCHULZ SANDERS AND THOMAS HENRY-SANDERS MEMORIAL SCHOLARSHIP, established in 1976, is awarded annually to a junior or senior who is financing his or her own education and whose life and spirit show a similar dedication.
- THE CLIFFORD F. AND MARY BEMENDERFER SAURWEIN SCHOLARSHIPS were established in 1998 in honor of Clifford F. ('27) and Mary Bemenderfer ('30) Saurwein to provide financial assistance to needy seniors and scholarship assistance to natural science majors and to students from specific foreign countries who wish to attend Heidelberg College.
- MR. AND MRS. ARTHUR J. SCHMIDT SCHOLARSHIP FUND uses the income to help a student who shows merit or promise, with preference to be given to students from St. Peter's United Church of Christ, Amherst, Ohio.
- GERALD T. SCHWARZ AND EARL BOPP SCHOLARSHIP provides aid for a promising pre-medical student or biology/science teacher.
- LESTER M. SEARS SCHOLARSHIP FUND was established to aid deserving students.
- MARGARET RAE SEILER SCHOLARSHIP FUND, established in 1970, provides scholarships to students majoring in music.
- B. A. SEITZ MEMORIAL SCHOLARSHIP provides each year for a scholarship to be applied toward payment of tuition the following year at Heidelberg for upperclass students from Tiffin who demonstrate financial need.
- THE C. PAUL SHERCK (1931) AND JOHN E. SHERCK (1898) SCHOLARSHIP FUND, established in 1995, is awarded to a financially deserving full-time sophomore, junior or senior student planning a career in teaching, but not necessarily an education major. The recipient must have and maintain a grade point average of at least 3.0 and be of fine character with traits of compassion, honesty, dedication and discipline.
- THE DR. HOWARD K. SHUMAKER SCHOLARSHIP FUND, established in 1990, provides aid to full-time students from Bellevue, Ohio or the United States if no students are qualified from the Bellevue, Ohio geographic area.
- STACY MEMORIAL SCHOLARSHIP, assists worthy and deserving students.
- FRANK K. AND MARGARET STARBIRD SCHOLARSHIP, established in 1991, is awarded to one or more students with high music potential from the areas of vocal music, piano or organ.
- THE WAYNE E. STEERMAN SCHOLARSHIP IN SCIENCE, was created in 2003 by Margaret Hanson Reed, class of 1932, will be used to benefit a worthy and deserving student majoring in science.
- RUSSELL AND MYRNA STRAUSSER MEMORIAL SCHOLARSHIP, established in 1990, is awarded to a full-time student of Heidelberg College.
- THE FRED STUCKEY SCHOLARSHIP IN EDUCATION, was created in 2001 by the daughters of Fred Stuckey, class of 1925, to honor his commitment to and love for Heidelberg College. It benefits a full-time student in education.
- THE TIMKEN FOUNDATION OF CANTON SCHOLARSHIP, established in 1980, provides aid based on need, with priority given to Timken Company employees, and most especially those who reside in Crawford County, Ohio, and their children.
- JOHN W. TOWNSEND SCHOLARSHIP FUND was established to assist a young person with financial need who shows evidence of achieving great breadth of interest and depth of human warmth. Must be at least a junior.

- THE LOUIS S. AND M. CONSTANCE TREEN SCHOLARSHIP IN SCIENCE, established in 1998 by Dr. Meridith Treen, class of 1981, in honor of her parents, is awarded to a deserving junior or senior majoring in natural science, with preference given to a pre-med student.
- UNITED CHURCH OF CHRIST 17/76 SCHOLARSHIP FUND, established in 1976, provides assistance to minority students with financial need at Heidelberg College.
- THE UNITED CHURCH OF CHRIST SCHOLARSHIP FUND provides financial aid for students to attend Heidelberg College, with preference given to members of the United Church of Christ.
- HELEN L. WAGNER SCHOLARSHIP was created in 2002 by the estate of Helen L. Wagner and will benefit deserving students.
- HOWARD B. WEAVER SCHOLARSHIP FUND helps students of high academic standing from Stark County, Ohio.
- VALERIE WEINGART SCHOLARSHIP, established in the permanent endowment of the College, is awarded annually to a woman majoring in music in her junior or senior year. The recipient, when possible, should be from Columbiana County, Ohio.
- THE SARAH E. WELSH EDUCATIONAL SCHOLARSHIP FUND, established in 1999, assists students in the following order: 1. Students who graduate from Springboro High School and are members of the Springboro United Church of Christ in Miamisburg, OH; 2. Students who are members of Springboro UCC and who graduate from a high school other than Springboro; or 3. Students who graduate from Springboro HS and are not members of the Springboro UCC. This award is to be renewed for four years as long as the student is in good academic and social standing.
- THE WOMEN'S GUILD SCHOLARSHIP FUND helps a worthy student, or students, in the sophomore year of college or beyond, preparing for a church-related vocation.
- THE ELMER M. ZAUGG SCHOLARSHIP, created in 1997 by Mildred Z. Chamberlin ('33) and Harold M. Zaugg, in honor of their father, a former faculty member and alumnus of Heidelberg College, to assist needy students.
- ZECHIEL MEMORIAL SCHOLARSHIP FUND was established by the children and grandchildren of Otto J. and Hazel C. Zechiel. The scholarship is awarded to junior or senior students who are preparing for full-time Christian Ministry or to junior or senior students who are members of the United Church of Christ.

# Admission

Heidelberg seeks to admit those students who will benefit from the educational offerings of the College and who will contribute to the shared life of the campus community. Students are admitted regardless of sex, race, national origin, physical handicap or religious affiliation. Admission is granted after careful review of the candidate's academic promise, social character and potential for success at Heidelberg College.

The Admission Committee considers each applicant individually and personally to determine if the student will be able to fulfill successfully the academic responsibilities of a Heidelberg student.

The applicant's high school achievement record is the single most important factor considered. A college preparatory program in high school is generally required. Candidates are strongly encouraged to distribute their high school work over as many of the academic areas as possible.

As a minimum preparation, Heidelberg strongly encourages applicants to have 4 units of English, 3 units of social studies, 3 units of mathematics (Algebra I, Algebra II and geometry) and 3 units of natural sciences (earth or physical science, biology and chemistry). Two or more units of another language are highly recommended. Science- and mathematics-related majors are urged to consider additional course work in mathematics and science.

## HOW TO APPLY

Application forms may be obtained on-line at [www.heidelberg.edu](http://www.heidelberg.edu) or by writing to the Office of Admission, 310 E. Market Street, Heidelberg College, Tiffin, Ohio 44883-2462, or by telephoning 1-800-HEIDELBERG or 419-448-2330.

Applications may be filed any time after the student has completed his or her junior year in secondary school. Clearly qualified students are advised of their admission as early as August 15 before their senior year.

Transcripts of all courses taken, grades and credits received in secondary school must be sent to the College before a decision on admission will be made. Although most applications are received at the end of the student's sixth or seventh semester in secondary school, final admission is contingent upon satisfactory completion of all high school requirements.

Aptitude test scores should be forwarded to the College as soon as they are available. Heidelberg College requires either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT). These tests are administered several times during the year, and the College will accept scores from any testing date. An on-campus interview with a member of the Admission staff is strongly advised. Your interview allows us to round out our picture of you and permits you to become better acquainted with Heidelberg.

## ROLLING ADMISSION PROCEDURE

Applications are normally processed within two weeks of their receipt on campus. A complete application consists of:

1. A completed Heidelberg College Application for Admission.
2. An official high school transcript. (Transfer applicants must also submit transcripts of all previous college work attempted.)
3. A \$25 non-refundable application fee is required to defray processing costs and must be submitted with the application payable to Heidelberg College.
4. Results of the Scholastic Aptitude Test (SAT) or the American College Test (ACT).
5. Guidance Counselor Evaluation, if needed.

## · TUITION/HOUSING DEPOSIT

Within 30 days after admission the student should submit a \$200 deposit to insure a place in the incoming class; \$75 is used to cover first-year student orientation and the remaining \$125 is credited to the student's account. Commuter students need to only submit a \$100 deposit. This deposit is **non-refundable** after May 1.

## · CERTIFICATION OF HEALTH

The entering student's medical history record and physical examination report are submitted on forms provided by the College after acceptance for admission and before the student's arrival on campus. Students with a learning disability should provide written documentation of that disability after acceptance for admission to the Director of the Learning Center who will determine appropriate accommodations.

## · ADVANCED PLACEMENT

Heidelberg College recognizes the value and purpose of certain college-level courses offered to superior students in many secondary schools through the Advanced Placement Program of the College Entrance Examination Board. To be eligible for advanced standing and/or actual college credit, the entering first-year students must have completed a college-level Advanced Placement course in high school and achieved a satisfactory score on the Advanced Placement Test for that subject. All decisions regarding standing and credit are made by the Vice President for Academic Affairs and Dean of the College and selected faculty members.

## · COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

Heidelberg College awards advanced standing credit for specified Subject Examinations of the College-Level Examination Program. Additional information is available by writing to the Vice President for Academic Affairs and Dean of the College, Heidelberg College, Tiffin, Ohio 44883-2462.

## · MUSIC APPLICANTS

In addition to meeting the general requirements for admission to Heidelberg, applicants to the Department of Music must audition in order to demonstrate musical achievement in the area of study. Placement tests are used to determine the student's musical knowledge and background. Students planning to major in music should contact the Office of Admission or the chairperson of the Department of Music to schedule an audition.

## · TRANSFER STUDENTS

Transfer applicants are required to submit the regular Heidelberg Application for Admission, high school transcripts and transcripts of all previous college work attempted. A personal character reference from the Vice President for Student Affairs at the institution most recently attended is required. Transfer applicants must be in good academic standing and entitled to an honorable dismissal at the college they most recently attended. A minimum GPA of 2.0 (A=4.0 scale) is required for transfer students who enter Heidelberg directly from another institution.

Transfer students may be admitted to any semester and at any level. The transfer of credit is determined by the Office of the Registrar. Courses with grades of "C" or better will be considered for transfer. The transfer credit will not affect the Heidelberg College cumulative grade point average. At least sixty semester hours that are applied toward a degree must be completed at four-year, regional accredited institutions. The last 30 hours credited toward a degree at Heidelberg College must be taken in residence.

## INTERNATIONAL STUDENTS

Students who are not citizens of the United States, and who are interested in admission to Heidelberg College as degree program students, should write to the Vice President for Enrollment for information on application procedures. Heidelberg is authorized under federal law to enroll nonimmigrant alien students. Tuition and fees must be paid prior to each semester. International students who desire an intensive English language program, should write to the Vice President for Enrollment for information and application materials.

## APPLICANTS THROUGH THE DIVISION OF LIFELONG LEARNING

Adults 23 or older who may have full-time responsibilities on the job or at home may apply for admission to Heidelberg through the Division of Lifelong Learning. Such applicants need not submit scores from the Scholastic Aptitude Test (SAT) or the American College Test (ACT), but should submit a high school transcript and official transcripts of any previous college work. (More information on the Division of Lifelong Learning may be found elsewhere in this catalog.) Application forms are available on-line and from the Office of Lifelong Learning.

## VETERANS

Heidelberg College is fully approved under the laws providing educational benefits for eligible veterans. Certification of enrollment and other matters relating to educational benefits involving students who have been in a branch of the military service, or those who are spouses or children of disabled or deceased veterans, are handled by the Director of Financial Aid.

## PART-TIME STUDENTS

Persons who wish to enroll as part-time students — fewer than 12 semester hours — with the intent of seeking a degree should follow the usual application procedures outlined in the preceding paragraphs.

## UNCLASSIFIED STUDENTS

Persons who wish to enroll for full- or part-time studies in the regular College session but do not wish to be a declared degree candidate must secure permission to register from the Office of Lifelong Learning. Admission is based on evidence of the applicant's ability to pursue college courses and of satisfactory high school preparation. Basic application information must be submitted with official high school and previous college transcripts.

## CHANGE IN STATUS

Students enrolled at Heidelberg as non-degree students but who wish to change from non-degree status to degree status must have the change approved by the Office of Admission or the Office of Lifelong Learning as appropriate. Students enrolled in the Summer Session who have not been admitted to the regular session of the College may change their status only with the approval of the Office of Admission. The stated admission policies and procedures apply in such cases.

## SUMMER SESSION

Entering first-year students, admitted transfer students and regular students in good standing may register for Summer Session courses without special permission. The Summer Session is comprised of two terms and students may register for up to two courses per term. Inquiries from all other prospective students should be addressed to the director of the Summer Session.

# Expenses and Student Aid



Heidelberg College is a privately supported, non-profit, church-related college. Tuition fees paid by students cover a major part of the instructional and operating costs of the College. The balance of these costs is provided by income from endowments representing gifts from many friends since the College was founded and by current gifts and contributions from individuals, corporations, alumni and the United Church of Christ. The cost of the student is thus kept to an amount consistent with adequate facilities and instruction of high quality.

Heidelberg College reserves the right to change tuition, fees and other charges as the economic situation dictates.

## TUITION AND FEES 2004-2005

Tuition and Fees for all new students entering Fall 2002 .....	\$14,574.00
Tuition and Fees, for students entering prior to Fall 2002, for the academic year, including Student Fee (includes free admission to all athletic, debate and oratory events, and the Artist-Lecture Series) and most laboratory fees for 12 to 16 semester hours, per semester, excluding music ensembles (Department of Music, 12 to 17 semester hours, per semester, excluding music ensembles) .....	\$19,490.00
Tuition and Contingent Fee for less than 12 hours, per semester hour (plus laboratory fee for certain courses).....	480.00
Tuition and Contingent Fee in excess of 16 hours, per semester hour (Department of Music, in excess of 17 hours) .....	480.00
Special Fees, Department of Music for full-time non-music majors	
Private instruction in Applied Music, per semester hour .....	150.00
Credit by Examination: Examination Fee .....	40.00
Audit Fee .....	225.00
Graduation Fee .....	75.00
Lost Identification Card Fee.....	15.00
Returned Check Fee .....	25.00
Lost key .....	100.00
Technology Fee (resident).....	310.00
Technology Fee (full-time non-resident) .....	105.00
Health Insurance (estimate).....	294.00
Tuition high school seniors and selected juniors, per semester hour .....	150.00

Tuition adjustments will not be made for reduction in academic hours after the first week of classes unless approved by the Vice President for Academic Affairs and Dean of the College, in which case the refund policy will apply.

No student may have a transcript of his or her record or receive a degree until all obligations to the College are met.

## AVERAGE ESTIMATED BUDGET

	Students Entering Before Fall 2002	Students Entering After Fall 2002
Tuition and Fees	\$18,564	\$13,620
Board	3,630	3,630
Room	3,080	3,080
Books and Supplies (Estimate)	750	750
Health Insurance (Estimate)	294	294
Technology Fee	<u>326</u>	<u>326</u>
	\$26,644	\$21,700

The preceding estimated charges are for a student taking not more than 16 semester hours, per semester (Department of Music, 12 to 17 semester hours, per semester, excluding music ensembles) and having a double room in the residence hall.

## PAYMENT OPTIONS AND BILLING INFORMATION

The College offers three plans for payment of tuition, room and board. Information regarding payment plans will be sent to the permanent address on file with the Registrar's Office. For international students, tuition and fees must be paid prior to each semester.

### TWO-PAYMENT PLAN

This plan, beginning August 1, enables students to pay room, board and tuition costs on a semester basis. No contract fee is required.

### FOUR-PAYMENT PLAN

This plan allows you to pay tuition, room and board in four payments, two during the first semester and two during the second semester. A contract fee of \$45 is required.

### TEN-PAYMENT PLAN

This plan, beginning August 1, enables students to pay room, board and tuition costs on a monthly basis over a ten-month period. A contract fee of \$45 is required.

## DUE DATES FOR FEE PAYMENT FOR 2004-2005

<b>Two-Payment Plan</b>	August 1, 2004	January 5, 2005
<b>Four-Payment Plan</b>	August 1, 2004	October 1, 2004
	January 5, 2005	March 1, 2005
<b>Ten-Payment Plan</b>	August 1, 2004 thru May 3, 2005	

Once you are in a budget plan and making payments, the payments must be received no later than ten days after the due date. Payments are due the 1st of each month.

In order to complete registration, all payment arrangements must be made prior to the beginning of class each semester. Failure to do so will result in the cancellation of the registration. Any arrangements for loans for financial aid should be made well in advance of each semester so that all fees are paid by the time they are due.

Participation in commencement, issuance of a diploma or transcript, or registration for a succeeding semester is dependent upon the student paying all financial obligations to the Business Office.

Tuition and Fees cover use of the Library, Health Center, free admission to all athletic events, the Artistic-Lecture Series, Student Center Fees and laboratory fees for 12 to 16 semester hours, per semester (Department of Music, 12 to 17 semester hours, per semester), excluding music ensembles.

## HALF TUITION FOR PERSONS 65 OR OLDER

Men and women 65 years or older may enroll in undergraduate courses at Heidelberg College for half tuition. They may also elect to enroll in undergraduate courses without credit or examination (Audit). Both options are on a space-available basis and require permission of the instructor



and the Office of Lifelong Learning. The reduced fee schedule, however, does not apply to non-traditional courses. Information on the reduced-fee schedule for older men and women is available in the Office of Lifelong Learning.

## SCHEDULE OF CHARGES

Orientation fee for first-year and transfer students.....	\$75.00
Room deposit - Fee for all residence hall residents (non-refundable).....	200.00
Application fee.....	25.00
(This fee is non-refundable from the date of remittance and is not affected by the disposition of the application for admission.)	
Room rent in residence halls:	
Single .....	\$1,825.00
Double.....	1,540.00
Triple .....	1,396.00
Quadruple.....	1,266.00
Board, per semester .....	1,815.00

## WITHDRAWAL POLICY

The College has a formal withdrawal process. Students wishing to withdraw from the College must complete a pre-withdrawal interview with the Dean of Student Affairs Office. Students must visit the Financial Aid and Business Office before their withdrawal is official. The official withdrawal date is then determined and communicated to other campus officials.

Students who do not formally withdraw, will have their official withdrawal date determined by the student's last date of attendance at an academically related activity as documented by the College.

## RETURN OF TITLE IV (FEDERAL) FUNDS POLICY

The Higher Education Amendments of 1998 changed the formula for calculating the amount of federal aid a student and school can retain when a student totally withdraws from ALL classes. This change of policy went into effect beginning with the Fall 2000 semester. Students who withdraw from all classes prior to completing more than 60% of an enrollment term will have their eligibility for aid recalculated based on the percent of the term completed. The new law assumes that you "earn" your federal financial aid awards directly in proportion to the number of days of the term you attend. The percentage of Title IV funds earned shall be calculated as follows:

$$\frac{\text{Number of days completed by student}}{\text{Total number of days in term}} = \text{Percent of term completed}$$

Example: If you complete 30% of the semester, you earn 30% of the assistance you were originally scheduled to receive. This means that 70% of your scheduled awards remain unearned and must be returned to the appropriate source.

This policy governs all Federal grant and loan programs, including Federal Pell Grant, Federal SEOG, Federal Perkins Loan and Federal Stafford Loans. The College will use the tuition adjustment percentage below for the adjustment of all college and state funds. Please see the Director of Financial Aid with specific questions.

## TUITION ADJUSTMENTS

Students who totally withdraw from the College will have their tuition charges adjusted by 10% per week through the 60% of the enrollment period.

Room and board adjustments will also be made based upon a weekly charge. Please see the Chief Business Officer for specific information.

## STUDENT FINANCIAL AID

Heidelberg College awards financial assistance to students based on financial need, academic merit and special circumstances. The Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA is required for all need-based assistance. Students are encouraged to file their FAFSA by March 1 for timely processing.

Heidelberg College feels the primary responsibility for financing a student's education rests with the family. Financial aid is determined based upon the family's ability to contribute. All students will be considered dependent upon their parents unless there is a special circumstance or are considered independent by federal requirements as indicated on the FAFSA.

The expected family contribution (EFC) is determined by an assessment of family income, assets, number of dependents and number of dependents enrolled in post-secondary education. Financial aid eligibility is determined utilizing the Federal Methodology (FM) for all federal programs. College funds are awarded based upon a higher contribution figure in order to factor in a minimum student contribution.

Heidelberg College is a NCAA Division III school and a member of the Ohio Athletic Conference (OAC) and complies with all rules and regulations governing student athletes.

Approximately 95% of students on the Heidelberg College campus receive financial assistance in one or a combination of sources.

Heidelberg College students are awarded over 16 million dollars annually in scholarships, grants, loans and jobs from Federal, State and College sources. Federal Programs that assist Heidelberg students include: Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Perkins Loan, Stafford Student Loan and work-study. State assistance includes: Ohio Student Choice Grant, Ohio Instructional Grant, Ohio Academic Scholarship, Ohio War Orphans and Ohio National Guard. Please contact the Financial Aid Office for more information about these programs.

## SCHOLARSHIPS AND GRANTS

**New Scholarships at Heidelberg College for 2004-2005. The following merit based scholarships are available to first-time, full-time students upon their acceptance to Heidelberg College.**

*Presidential Scholarship\** - A one-half tuition scholarship will be awarded to students who have at least a 3.80 high school GPA and an ACT of 28 or higher or a SAT of 1240 or higher. Scholarships are renewable at the original amount for four years based on a minimum of 3.00 cumulative GPA at Heidelberg College.

*Dean's Scholarship\** - A \$5,500 scholarship will be awarded to students who have at least a 3.50 high school GPA and an ACT of 25 or higher or a SAT of 1130 or higher. Scholarships are renewable at the original amount for four years based on a minimum 3.00 cumulative GPA at Heidelberg College.

*Academic Scholarship\** - A \$4,000 scholarship will be awarded to students who have at least a 3.20 high school GPA and an ACT of 22 or higher or a SAT of 1020 or higher. Scholarships are renewable at the original amount for four years on a minimum 2.75 cumulative GPA at Heidelberg College.

*Merit Award\** - A \$3,000 scholarship will be awarded to students who have at least a 3.00 high school GPA. A 2.50 cumulative GPA at Heidelberg College is required for renewal.

\*These scholarships will supercede the Horizon Scholarship for qualified students.

**Heidelberg College also makes available the following scholarships and grants to new students for the 2004-2005 academic year:**

*Horizon Scholarship Fund* – Students residing in or graduation from a school in Crawford, Erie, Hancock, Huron, Marion, Ottawa, Sandusky, Seneca or Wyandot county may receive one of the following awards: Valedictorian - \$7,500 per year for four years; Salutatorian - \$5,500 per year for four years; 3.5 or better - \$4,000 per year for four years; 3.25-3.49 - \$3,500 per year for four years; 3.00-3.24 - \$3,000 per year for four years and 2.7-2.99 - \$2,000 per year for four years.

*Music Scholarship* – Varying amounts awarded based on a performance audition and recommendations of the Music Department Chairman. Prospective students must have a 2.5 minimum high school grade point average. Students must continue to be a music major and make satisfactory academic progress to remain eligible.

*UCC Tuition Grant* – This \$1,000 per year grant is awarded to students who are members of the United Church of Christ. A letter of recommendation by their minister is required. UCC students are guaranteed this award regardless of need. Guidelines for renewal is compliance with satisfactory academic progress standards.

*Grants to Children of UCC Ministers* – Children of ordained UCC ministers and full-time missionaries are eligible for a grant of up to 25% of the current tuition charge. The exact amount of the grant is determined by the student's financial need.

*Out-of-State Grant* – \$1,000 to a student from a state other than Ohio.

*College Grant* – Additional College grant dollars may be awarded to meet a student's need based upon Heidelberg's packaging policy and available funds.

*Minority Achievement Award* - Up to a one-half tuition scholarship will be awarded to students of color based upon high school academic achievement, co-curricular activities and leadership experience. Students must be United States citizens.

*Sibling Award* - A \$1,000 award will be offered to siblings if enrolled as full-time undergraduate students at Heidelberg College and reside in the same household. Renewal is based upon meeting satisfactory academic progress standards.

*Legacy Award* - A \$1,000 grant will be offered to students who are children or grandchildren of a Heidelberg College graduate. Renewal is based upon meeting satisfactory academic progress standards.

*Transfer Academic Award* - A \$1,500-\$3,000 will be offered to students transferring to Heidelberg who have attempted at least 15 semester hours or 23 quarter hours and earned a 2.80 or higher GPA. Full-time enrollment status is required. Students must maintain a 2.50 GPA for renewal.

*Participation Award* - Up to \$500 is available for talented non-majors who participate in music, theatre or forensics. The selection criteria is established by the individual departments.

*The total of all Heidelberg gift assistance cannot exceed full tuition.*

## **FEDERAL STUDENT AID PROGRAMS (TITLE IV)**

The following sources of federal aid are administered at Heidelberg. Grants are financial aid students don't have to pay back. Work-Study lets students work and earn money to help pay for school or other expenses. Loans are borrowed money that must be repaid with interest.

*Federal Pell Grant* – A need-based grant with amounts ranging from \$400-\$4,050. Eligibility is determined by the federal methodology based upon the information provided on the FAFSA.

*Federal Supplemental Educational Opportunity Grant (SEOG)* – A need-based grant with amounts ranging from \$100-\$2,000 per year. A student must be full-time and Pell eligible.

*Federal Work-Study* – Provides jobs for students with financial need, allowing students to earn money to help pay their educational expenses. Awards range from \$400-\$1,500 per year.

*Federal Perkins Loan* – A low interest (5%) loan to help students with exceptional need. Heidelberg is the lender. The school makes the loan with federal funds and a shared contribution. Heidelberg students generally borrow \$1,500 or less per year. Repayment begins and interest accrues nine months after graduation.

*Federal Stafford Loans* – are the Department of Education's major form of self-help aid for students. Heidelberg participates in the Federal Family Education Loan (FFEL) Program. First-year students can borrow up to \$2,625, sophomores up to \$3,500, and junior and seniors up to \$5,500. Five preferred lenders are identified from which the student is asked to choose. All lenders are fully serviced through Great Lakes Higher Education Corporation (GLHEC). There are two types of Stafford Loans, subsidized and unsubsidized. The *subsidized loan* is awarded based upon need. No interest is charged during the in-school period and for 6 months after graduation or below half-time status. The *unsubsidized loan* is awarded regardless of need. Students are responsible for the interest that accumulates during the in-school and deferment period. The interest rate is variable but capped at 8.25%. The rate is adjusted each year on July 1.

*Parent Loan for Undergraduate Students (PLUS)* – Parents of dependent undergraduate students are eligible to borrow up to the cost of education minus the student’s financial aid. Parents must have good credit. Repayment begins 60 days after the second disbursement and is over a ten-year repayment schedule. The variable interest rate is established July 1st and is capped at 9%. Heidelberg has identified five preferred lenders from which parents are encouraged to choose.

## STATE OF OHIO PROGRAMS

The State Grants and Scholarships Department of the Ohio Board of Regents offers the following financial aid sources that Heidelberg administers.

*Ohio Student Choice Grant* – A yearly award for all Ohio residents. \$1,002 was awarded for the 2003-04 year. Students do not have to have financial need.

*Ohio Instructional Grant* – Ohio’s need-based grant program. Student must be an Ohio resident with total family income under \$39,000. Awards range from \$444 - \$5,466. Students must file a FAFSA.

Other programs include: Ohio War Orphans Scholarship, Ohio Academic Scholarship, the Robert C. Byrd Honors Scholarship, the Part-time Ohio Instructional Grant and the Ohio National Guard.

## OUTSIDE SCHOLARSHIPS

Students are encouraged to explore financial sources above and beyond the programs administered through the Financial Aid Office at Heidelberg College. Many organizations, communities and high schools have scholarship and/or loan programs available to students that meet certain criteria.

If a student is a recipient of an outside scholarship and has received federal financial aid, review of their total award is required. Outside funds will first be applied to the student’s unmet financial need. Adjustments to the student’s self-help, loans and/or work will be made before reducing the College grant.

## FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

Scholarships, grants, student loans and student employment are awarded annually on academic achievement and/or financial need. Federal regulations require that students must make satisfactory academic progress (SAP) to have financial aid renewed.

*Satisfactory academic progress (SAP)* is evaluated yearly at the end of the spring semester. Full-time students must successfully complete 24 semester hours during the fall and spring semesters. In addition to the 24 semester hour requirement, students must earn a minimum grade point average at the end of their sophomore year and after. The minimum grade point average is determined by the total credit hours attempted and are as follows:

48-63 hours attempted - 1.85      64-79 hours attempted - 1.92      80 or more hours attempted - 2.00

Students who do not meet SAP standards must successfully complete the minimum required hours and/or obtain the stated minimum grade point average *before* financial aid can be reinstated. The summer term allows students to “catch-up” in order to be eligible for funding in the fall semester. Approved transfer work is acceptable in meeting SAP requirements.

Less than full-time students must also meet SAP standards. Students who are at least half-time (6 hours per semester) must successfully complete at least 12 semester hours per academic year and earn the minimum grade point average at the end of their sophomore year.

Students who are less than half-time must maintain SAP standards by having passed the total credit hours attempted for the semester enrolled while also maintaining the stipulated grade point average.

Students who feel they have an extenuating circumstance that influenced their ability to successfully complete their classes can write a letter of appeal for reconsideration of eligibility to the Financial Aid Office. Such circumstances could include: student illness, family illness or loss of a family member.

Students who withdraw from a class and receive a “W” or “WF” do not receive credit for the class and therefore it is not counted in the number of hours passed for the year. An “I” or incomplete is not counted in hours passed until the student finishes the class and receives a grade. Students who have not passed 24 hours but have an “I” must complete the class before financial aid can be awarded for the fall.

The maximum time frame for a full-time student to complete their degree requirements is 6 years or 180 credit hours.

## **FINANCIAL AID RENEWAL**

Renewal of aid may be denied or reduced for the following reasons: failure to make satisfactory academic progress, failure to meet renewal guidelines, disciplinary probation, failure to document continued need for funds, late application, fraudulent information and reduction in funds the College receives from the state or federal sources. Financial assistance terminated or reduced for the above reasons may be reinstated the following year if the conditions have been met or corrected.

# Register of the College



## THE CORPORATION

The Corporate name of the institution is Heidelberg College. The State of Ohio has vested its control in the hands of a Board of Trustees, constituted at present as follows:

### 2004-2005

## EMERITI TRUSTEES\*

William F. Aigler, B.A., J.D. (1973-1997).....Bellevue, Ohio  
Verne S. Atwater~, B.A., M.B.A., Ph.D., L.H.D. (1966-1990) .....Amherst, New Hampshire  
Anita M. Gaydos~, R.N., B.A. (1976-2000) .....Rochester Hills, Michigan  
Helena Baer Machamer, R.N., A.B., L.H.D. (1958-1982).....Berea, Ohio  
Donald L. Mennel, B.A., M.A., M.B.A. (1982-1994).....Fostoria, Ohio  
Edmund W. Morris~, B.A. (1970-1984).....Charlottesville, Virginia  
William N. Peters~, M.B.A. (1980-1994).....Bloomfield Hills, Michigan  
William G. Thornton (1956-1975).....Milford, Ohio  
Richard P. Vitz~, B.D. (1956-1980).....Waverly, Ohio  
Alfred A. Wilhelm~, A.B. (1968-1993) .....Holmes Beach, Florida

## BOARD OF TRUSTEES+

President of the College

F. Dominic Dottavio, B.Sc., M.F.S., Ph.D. (2003) .....Tiffin, Ohio

TERM EXPIRES June 30, 2005

Charles C. Cole, (1999).....Republic, Ohio  
Robert S. Hunt~, A.B. (2001) .....Sandusky, Ohio  
Melvin A. Jones~, A.B. (1985) .....Tiffin, Ohio  
Stephen P. Kelbley~, A.B. (1993) .....Fountain Hills, Arizona  
Anthony J. Paradiso, B.S. (1999) .....Tiffin, Ohio  
Roy S. Zinn, B.S., D.V.M. (2001).....Tiffin, Ohio

TERM EXPIRES June 30, 2006

Gary L. Bryenton~, A.B., J.D. (1990), Chairman of the Board .....Cleveland, Ohio  
Gerald D. Edwards~, B.A. (1998) .....Ann Arbor, Michigan  
Ernest Estep~, B.S., M.D. (2000).....Akron, Ohio  
Sondra Libman~, B.A., M.A. (1998) .....Champaign, Illinois  
Robert E. Parmelee~, M.B.A. (1973-2001) (2002) .....Roswell, Georgia  
Steve C. Shuff~, B.A., J.D. (1998).....Tiffin, Ohio

\*Dates following a name indicate the years of service  
+Date following a name indicates the beginning of service  
~Designates Heidelberg College alumni

TERM EXPIRES June 30, 2007

- Darrell A. Brand~, B.S., M.S. (1999) .....Port Clinton, Ohio
- Karen L. Gillmor, B.A., M.A., Ph.D. (1999) .....Old Fort, Ohio
- Theodore H. Hieronymus~, B.M., M.Ed. (2003).....Mentor, Ohio
- Andrew H. Kalnow, B.A., M.B.A. (1987) .....Chicago, Illinois
- Michael J. Kerschner, B.S. (2003) .....Tiffin, Ohio
- Donna L. Overholt~, B.A., M.S.Ed. (2003) .....Tiffin, Ohio
- Ralph C. Quellhorst~, B.A., M.Div., D.Min., D.D. (1979).....Columbus, Ohio
- Elizabeth Smith~, B.A., J.D. (1999) .....Columbus, Ohio
- Wade E. Young~, B.S., M.D. (2003) .....Fremont, Ohio

TERM EXPIRES June 30, 2008

- Fred Fabrizio~, B.S. (2000).....Tiffin, Ohio
- Mark R. Friedley~, A.B. (1972) .....Wadsworth, Ohio
- Roger McManus~, B.A., CPCU (2000) .....Westfield Center, Ohio
- Suellen Myrick~, L.H.D. (1996).....Charlotte, North Carolina
- Sandra Reed Solaro, B.S., Reg. Pharm. (2001).....Wadsworth, Ohio
- Doug Stephan~, A.B. (2000).....Framingham, Massachusetts
- Victor Strimbu~, B.A., J.D. (1996) .....Cleveland, Ohio

**THE ADMINISTRATION**

- F. Dominic Dottavio, B.Sc., M.F.S., Ph.D.....President
- Karen M. Miller, A.B., M.Ed. ....Administrative Assistant to the President

**Academic Affairs**

- Kathryn O. Venema, B.A., M.A., Ph.D.....Interim Vice President for Academic Affairs  
and Dean of the College
- Susan Brose, B.S.....Lifelong Learning Coordinator
- Pamela Faber, B.S., M.S., D.A. ....Registrar
- Kurt Huenemann, B.S., M.S. ....Associate Director of CNIT
- Ed Krakora, B.A., M.L.S., M.A. ....Director of Library Services
- Timothy Loftus, B.S., M.S., Ph.D.....Director of Water Quality Laboratory
- Jerry McDonald, A.B., M.Ed. ....Athletic Director
- William Miller, A.B., M.Ed.....Director of Learning Center
- Marc O'Reilly, B.A., M.A., Ph.D. ....Director of International and Multicultural Academic  
Programs
- G. Michael Pratt, B.A., M.A., Ph.D.....Interim Director of Heidelberg Maumee Program
- Henry G. Rennie, B.S., M.A., Ph.D. ....Director of Graduate Studies in Business
- Martin A. Reno, B.S., M.Ed., M.S., Ph.D.....Associate Vice President for  
Information Resources
- Nancy F. Rubenstein, B.A., M.S.L.S. ....Head of Reference Services
- Jo-Ann Sanders, B.L.S., M.A., Ph.D.....Director of Master of Arts in Counseling Program
- Jennifer Shetterly .....Coordinator of Instructional Media Center
- Brian Tracy, B.A., Ph.D. ....Director of American Junior Year at  
Heidelberg University, Germany
- Jan J. Younger, B.A., M.A., Ph.D.....Associate Dean for Honors Program

## **Business Office/Administration**

Jeannine A. Curns.....Vice President for Administration  
Barbara Gabel, B.S. ....Business Officer  
Gail Roberts.....Manager, College Store

## **Enrollment Management**

James A. Troha, B.A., M.A.....Vice President for Enrollment and Student Affairs

### *Office of Admission*

Lindsay D. Sooy, B.A., M.A. ....Director of Admission  
Aaron Davis, B.A.....Admission Counselor  
David Dietrich, B.A. ....Admission Counselor  
Darren Nelson, B.A. ....Admission Counselor  
Cara Stevens, B.A. ....Admission Counselor

### *Financial Aid Office*

Juli L. Weininger, B.S., M.Ed. ....Director of Financial Aid

## **Institutional Advancement**

William F. Stepp, B.A., M.A., Ph.D. ....Vice President for Institutional Advancement  
Sarah Balas, B.S., M.A. ....Director of Alumni and Parent Relations  
Aaron Chimenti, B.A.....Director of Sports Information  
John Fuller, B.A., M.B.A. ....Director of College Relations  
R. Lee Martin .....Director of Development  
Jennifer Bacon Miller, B.A., J.D. ....Director of Legacy Gifts  
Angela J. Souders, B.S., M.A. ....Associate Director of College Relations/Director of News Bureau

## **Student Affairs**

James A. Troha, B.A., M.A.....Vice President for Enrollment and Student Affairs  
and Dean of Students  
Dustin Brentlinger, B.S.....Director of Residence Life  
Andrea Domachowski, B.A., M.A. ....Director of Career Development  
Lea Frank, B.A., M.A. ....Counselor and Service Learning Coordinator  
Julie A. Hafer, A.B., M.A. ....Associate Dean for Student Affairs  
Sreng Kim-Chhay, B.S., M.S. ....Director of International and Multicultural Programs  
Toby Schermer, B.S., M.Ed. ....Director of Student Activities and  
Leadership Development

## **Medical Staff**

John F. Vela, M.D. ....College Physician  
Rudolph Vela, M.D. ....College Physician  
James Anthony, M.D. ....College Physician  
Wesley Hedges, M.D. ....College Physician  
Bonnie Shawberry, R.N., B.S., M.A. ....Head Nurse, Stoner Health Center

## **FACULTY 2004-2005**

The date following a name indicates the beginning of service at Heidelberg College. A second date, where given, is the year of retirement or end of service.

JOHN F. ARMAN, 2002-

*Assistant Professor of Counseling*

B.A., Bowling Green State University; M.A., University of Colorado at Denver; Ph.D.,  
University of New Mexico.



- DIANE ARMSTRONG, 1987-  
*Professor of Education*  
 B.S., Slippery Rock State College; M.Ed., Ph.D., University of Toledo.
- KENNETH BAKER, 1985-  
*Professor of Biology*  
 B.S., M.S., State University College of Fredonia, New York; Ph.D., University of Pennsylvania.
- AMY BERGER, 1998-  
*Assistant Professor of Geology*  
 B.A., Pomona College; Ph.D., University of Illinois at Urbana-Champaign.
- BRIAN E. BEVELANDER, part-time semester I, 1968; full-time semester II, 1968-1969; full-time 1977-  
*Professor of Piano and Composition*  
 B.Mus., Hartt College of Music; M.Mus., Boston University; Ph.D., West Virginia University.
- JOHN H. BING, 1975-  
*Professor of Political Science and Anthropology*  
 B.A., Yale University; Diploma in Education, University of East Africa; M.A., Northwestern University; Ph.D., Washington University.
- KATHRYN BRADIE, 1996-  
*Associate Professor of Philosophy*  
 B.A., M.A., Ph.D., Bowling Green State University.
- CHERI BUDZYNSKI, 2001-  
*Assistant Professor of Psychology*  
 B.A., Lourdes College; M.A., Ph.D., Bowling Green State University.
- DAVID BUSH, 1998-  
*Associate Professor of Anthropology*  
 B.A., Miami University; M.A., Kent State University; Ph.D., Case Western Reserve University.
- SUSAN CARTY, 1988-  
*Professor of Biology*  
 B.S., State University of New York at Stony Brook; M.S., University of Oklahoma; Ph.D., Texas A & M University.
- JAMES CHUDZINSKI, 1988-  
*Professor of Business Administration, Accounting and Economics*  
 B.S., University of Tulsa; M.A., Ball State University; Ph.D., Texas Tech University.
- LINDA CHUDZINSKI, part-time 1988-2001; full-time 2001-  
*Assistant Professor of Communication and Theatre Arts*  
 B.A., University of Tulsa; M.A., Texas Tech University.
- DARYL CLOSE, 2000-  
*Professor of Computer Science and Philosophy*  
 A.B., Lafayette College; M.A., Ph.D., Temple University.
- BRIAN COCHRAN, 1998-2002, 2003-  
*Instructor of Health and Physical Education; Head Football Coach*  
 B.A., John Carroll University; M.S., University of Dayton.
- LESLIE COFFMAN, 2002-  
*Instructor of Health, Physical Education and Athletic Training*  
 B.S., Central Michigan University; M.S., University of Massachusetts.
- GRANT WILLIAM COOK III, part-time 1992-1997, full-time 1997-  
*Assistant Professor of Voice and Chorus*  
 B.Mus., Heidelberg College; M.M., Ph.D., Kent State University.
- RICHARD W. CORDELL, 1965-  
*Professor of Chemistry*  
 B.S., Villanova University; Ph.D., Ohio University.

- EDWARD L. CORLEY, 1999-  
*Assistant Professor of Education*  
 B.A., Wabash College; M.A.T., Washington University; Ph.D., Miami University.
- JEREMY G. CRIPPS, full-time 1983-1989; part-time 1990-1992; full-time 1993-  
*Professor of Accounting*  
 A.B., M.A., Case Western Reserve University; Ph.D., The Union Institute; C.P.A., State of Ohio; F.C.A., Fellow of the Institute of Chartered Accountants in England and Wales; FIMgt, Fellow of the British Institute of Management; F.C.C.A., Fellow of the Association of Chartered and Certified Accountants; Licensed Member of the Georgian (Transcaucasus) Federation of Accountants and Auditors.
- DANIEL CRUIKSHANKS, 2000-  
*Assistant Professor of Counseling*  
 A.A., Sacramento City College; B.A., California State University; M.Ed., University of Missouri, St. Louis; Ph.D., Saint Louis University.
- GARY E. DICKERSON, 1982-  
*Professor of Communication and Theatre Arts*  
 B.A., The Ohio State University; M.A., Northern Illinois University; Ph.D., Bowling Green State University.
- DANIEL ESTERLINE, 1993-  
*Associate Professor of Chemistry*  
 B.S., M.S., Wright State University; Ph.D., Miami University.
- PAMELA FABER, 1987-  
*Professor of Biology; Registrar*  
 B.S., M.S., Brigham Young University; D.A., Idaho State University.
- BONNIE FORS, 1983-  
*Professor of History*  
 B.A., Lake Forest College; M.A., Ph.D., Loyola University of Chicago.
- DEBORAH FREEDMAN, 2000-  
*Associate Professor of Business Administration, Accounting and Economics*  
 B.S., M.B.A., Ph.D., Indiana University.
- BLAKE GRANGAARD, 1996-  
*Associate Professor of Religion*  
 B.A., St. Olaf College; M.Div., Luther Theological Seminary; Ph.D., Union Theological Seminary in Virginia.
- WILLIAM B. GRASMAN, 1992-  
*Associate Professor of Mathematics*  
 A.B., Calvin College; M.S., University of Michigan; Ph.D., University of Iowa.
- MARGO GREICAR, 2000-  
*Athletic Training Program Director; Assistant Professor of Athletic Training*  
 B.S., University of North Dakota; M.Ed., Temple University.
- MARK C. GRIDLEY, 1987-  
*Professor of Psychology*  
 B.S., Michigan State University; M.S., Ph.D., Case Western Reserve University.
- LORI GRINE, 2001-  
*Assistant Professor of Education*  
 B.A., Heidelberg College; M.A., Bowling Green State University.
- RICHARD GROETZINGER, 2001-  
*Associate Professor of Communication and Theatre Arts; Director of the Theatre; Coordinator of Oral Communication Across the Curriculum*  
 B.A., Mount Union College; M.A., University of Akron; Ph.D., Bowling Green State University.
- BRIAN VINCENT HALEY, 1989-  
*Associate Professor of Education and History; Head Soccer Coach*  
 A.B., City of Leeds and Carnegie (England); M.A., Kent State University; Ed.D., University of Toledo.

- DAVID GERARD HOGAN, 1989-  
*Professor of History*  
 B.A., State University of New York at Fredonia; M.A., State University of New York at Binghamton; D.A., Carnegie Mellon University.
- XIAOMING HUANG, 1993-  
*Associate Professor of Mathematics*  
 B.S., M.A., Wuhan University; Ph.D., The Ohio State University.
- KURT HUENEMANN, 1983-  
*Assistant Professor of Computer Science; Associate Director of CNIT*  
 B.S., Heidelberg College; M.S., Bowling Green State University.
- JEFFERY HUSTON, 2003-  
*Instructor of Athletic Training and Assistant Athletic Trainer*  
 B.S., Heidelberg College; M.S., West Virginia University.
- SEAN M. JOYCE, 1993-  
*Assistant Professor of Computer Science; Assistant Director of CNIT*  
 B.S., Heidelberg College; M.S., Bowling Green State University.
- GARY W. KEENER, 1990-1991, 1992-  
*Associate Professor of Economics*  
 B.S., Juris Doctor, University of Richmond; M.S., Ph.D., University of Kentucky.
- DAVID KIMMEL, 1997-  
*Associate Professor of English*  
 B.A., Otterbein College; M.A., Ohio State University; Ph.D., Ohio State University.
- BRET KIMPLE, 2000-  
*Head Men's Cross Country Coach; Head Men's and Women's Track Coach; Instructor of Health and Physical Education*  
 B.A., B.S., M.S., University of California, Davis.
- PATTI KURTZ, 2001-  
*Assistant Professor of English*  
 B.A., Waynesburg College; M.A., Slippery Rock University; D.A., Idaho State.
- TERRY L. LEMLEY, 1986-  
*Professor of Physics*  
 B.S., Colorado School of Mines; Ph.D., Montana State University.
- CYNTHIA LEPELEY, 1998-  
*Associate Professor of Spanish*  
 A.B., Stonehill College; A.M., Ph.D., University of Illinois.
- DOUGLAS McCONNELL, 2000-  
*Professor of Composition and Music*  
 B.A., Wittenberg University; M.M., D.M.A., College-Conservatory of Music, University of Cincinnati.
- KAREN McCONNELL, 1986-  
*Assistant Professor of Health, Physical Education and Athletic Training; Head Women's Basketball Coach; Assistant Track Coach*  
 B.S., Heidelberg College; M.Ed., Ashland College.
- JERRY McDONALD, 1984-  
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- NICOLA MELVILLE, 1996-  
*Associate Professor of Piano*  
 B.M., Victoria University of Wellington, New Zealand; M.M., D.M.A., Eastman School of Music.
- JASON MILLER, 2000-  
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 B.A., Heidelberg College; M.A., University of Findlay.

- CHARLES E. MOON, 1988-  
*Professor of Education*  
 B.S., University of Utah, Salt Lake City; M.S., Ph.D., Purdue University.
- MARY JO MURRAY, 1982-  
*Associate Professor of History and Integrated Courses*  
 B.A., Ohio Dominican College; M.A., University of Hawaii; Secondary Teaching Certificate, Heidelberg College; further study in history at The Ohio State University in theology at Pontifical College Josephinum; and in Japanese at Sophia University, Japan.
- ROBERT C. MURRAY, 1970-  
*Professor of Biology*  
 A.B., Albion College; M.S., Ph.D., The Ohio State University.
- RYAN MUSGRAVE, 2002-  
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 B.S., Wilmington College; M.S., Indiana University.
- VICKI OHL, part-time 1975-1985; full-time 1985-  
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 B.Mus., Heidelberg College; M.Mus., College-Conservatory of Music, University of Cincinnati;  
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- ARNOLD J. OLIVER, 1986-  
*Professor of Political Science*  
 B.S., M.A., Bowling Green State University; Ph.D., University of Colorado.
- MARC O'REILLY, 2001-  
*Assistant Professor of Political Science; Director of International and Multicultural Academic Programs*  
 B.A., McGill University; M.A., Ohio University; Ph.D., University of Connecticut.
- JOHN E. OWEN II, 1978-  
*Professor of Trumpet; Director of Bands*  
 B.Mus.Ed., Illinois Wesleyan University; M.Mus.Ed., Southern Illinois University;  
 Ph.D., The Ohio State University.
- J. MATTHEW PALM, 1999-  
*Instructor of Health, Physical Education and Athletic Training; Head Men's Baseball Coach*  
 B.A., The College of Wooster; M.S., Georgia State University.
- PAUL J. PILLITTERI, 2002-  
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 B.S., Westminster College; M.S., Kent State University; Ph.D., Ohio University.
- G. MICHAEL PRATT, part-time 1982-1985; full-time 1985-  
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 B.A., Miami University; M.A., Ph.D., Case Western Reserve University.
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 B.A., St. John's University; M.Ed., Wagner College.
- HENRY G. RENNIE, 1992-  
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 B.S., M.A., Ph.D., The Ohio State University; Certification in Management, Harvard University.
- MARTIN A. RENO, 1966-  
*Professor of Physics and Computer Science; Associate Vice President for Information Resources*  
 B.S., Edinboro State College; M.Ed., Harvard University; M.S., Rensselaer Polytechnic Institute; M.S., Ph.D., Western Reserve University.

- WILLIAM R. REYER, part-time 1982-1983, full-time 1983-  
*Professor of English*  
 B.A., Augsburg College; M.A., Ph.D., Bowling Green State University.
- MELISSA ROGGOW, 2000-  
*Assistant in Health and Physical Education; Head Women's Softball Coach; Assistant Women's Basketball Coach*  
 B.S., Bowling Green State University.
- MARY JO SAN GREGORY, 2000-  
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- JO-ANN LIPFORD SANDERS, 1997-  
*Associate Professor of Counseling; Interim Director of Master of Arts in Counseling Program*  
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- BARBARA SPECHT, part-time 1986-1997; full-time 1998-  
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- HERBERT STEFFY, 2001-  
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- CARL E. STEIN, 1996-  
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 B.S., M.S., Youngstown State University; Ed.D., West Virginia University.
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*Associate Professor of Psychology*  
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- LEE TJELMELAND, 2003-  
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- BARBARA L. TUCKER, 1989-  
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- STEVEN VELASQUEZ, 1993-  
*Associate Professor of Physics*  
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- MICHAEL VOSBURGH, 1989-1997, 2001-  
*Assistant Professor of Health and Physical Education; Defensive Coordinator for Football*  
 B.A., William Penn College; M.A., Mankato State University.
- RUTH M. WAHLSTROM, 1969-  
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 B.A., Augustana College; M.A., Ph.D., University of Kentucky.
- DAVID P. WEININGER, 1985-  
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*Instructor of Flute*

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B.A., Brooklyn College; M.A., George Washington University; J.D., University of Toledo.

ARTHUR BEAN, 1981-

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WILLIAM BLEYLE, 1968-

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CHARLES PEASE, 1991-

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D. ELLEN EWING, 1976-

*Research Assistant*

B.S., Heidelberg College.

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*Research Associate*

B.S., Heidelberg College.

KENNETH A. KRIEGER, 1978-

*Senior Research Scientist; Director of Academic Grants*

B.S., M.S., Ph.D., Emory University.

TIMOTHY LOFTUS, 2002-

*Director*

B.S., M.S., Ph.D., Southern Illinois University at Carbondale.

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*Research Assistant*

B.S., Heidelberg College.

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*Research Technician*

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JOSEPH AMATO

Ph.D. in Music Composition, New York University.

CHRISTINE CHAILLE

M.A., San Francisco State University; Ph.D., University of California at Los Angeles.

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M.S., University of Hawaii, Manoa; Ed.D., Temple University Japan.

JERROLD FRANK

M.A. ESL, University of Hawaii, Manoa; Ph.D., Hawthorne University Japan.

RICHARD D. McCLAIN

Ed. Adm., Nova University.

MAMORU NISHIMURA

B.A., Hokkaido Teachers' College; TESL, University of California; M.A., Pacific Lutheran University.

KATHLEEN RIGGINS

B.A., M.A., University of Iowa.

WILLETTA SILVA

M.A., Ph.D., Southern Illinois University.

MAYNARD YUTZY

M.A., University of Northern Colorado; Ed.D., University of Oregon.

## EMERITI FACULTY

JAMES LEE AUSTIN, M.A.

*Professor Emeritus of Theatre Arts and Director of the Theatre*  
1964-2001

CARL E. AYRES, Ph.D.

*Professor Emeritus of Education*  
Part-time 1959-1965; full-time 1965-1978

RUTH W. BACON, M.A.

*Assistant Professor Emerita of Communication and Speech Therapy*  
Part-time 1952-1955; full-time 1967-1977; part-time 1977-1978; part-time 1981-1983

DAVID B. BAKER, Ph.D.

*Professor Emeritus of Biology and Director of the Water Quality Laboratory*  
1966-1999

GEORGE BARLOW, Ph.D.

*Professor Emeritus of Biology*  
1964-1987

H. ROBERT BERG, Ph.D.

*Professor Emeritus of German*  
1981-2003

MELVIN F. CASLER, M.A.

*Professor Emeritus of Mathematics*  
1962-1966; 1968-1993

JEANNE T. CASSELL, M.A.

*Professor Emerita of Education*  
1982-1996

WILLIAM C. CASSELL, M.A.

*President Emeritus*  
1980-1996

KENNETH EDWIN DAVISON, Ph.D.

*Professor Emeritus of History and American Studies*  
1952-1989

VIRGINIA RENTZ DAVISON, A.M.

*Associate Professor Emerita of Voice*  
Full-time 1955-1960; part-time 1960-1962; 1968-1990

HELEN MOHR REYNOLDS EVERETT, M.S.

*Professor Emerita*  
1943-1984

LESLIE H. FISHEL, jr., Ph.D.

*President Emeritus*  
1969-1980

WILLIAM HENRY GIBSON, M.Mus.

*Professor Emeritus of Piano and Organ*  
1931-1973

JOHN WESLEY GROCE, Ph.D.

*Professor Emeritus of Chemistry*  
1957-1993

PHILIP HARNER, Ph.D.

*Professor Emeritus of Religion and Philosophy*  
1962-1997

HOWARD WILLIAM HINTZ, Ph.D.

*Professor Emeritus of Biology*  
Full-time 1951-1981; part-time 1981-1985



- ROBERT L. JOYCE, M.A.  
*Associate Vice President Emeritus for Special Academic Programs*  
 1970-2001
- VIRGINIA IRWIN KILDOW, B.S.  
*Assistant Professor Emerita of Art*  
 Part-time 1944-1968; full-time 1968-1979
- WAYNE KIRKLIN, M.B.A.  
*Associate Professor Emeritus of Business Administration, Accounting and Economics*  
 1978-2000
- CARL GROVER KLOPFENSTEIN, Ph.D.  
*Professor Emeritus of History*  
 1948-1983
- PERCY LANE LILLY, Ph.D.  
*E. R. Kuch Professor Emeritus of Microbiology*  
 1956-1988
- JAY MANN, D.M.A.  
*Professor Emeritus of Voice and Chorus*  
 1969-1997
- RUDOLPH CHARLES MUSKA, Ph.D.  
*Professor Emeritus of Philosophy*  
 Full-time 1954-1978; part-time 1979-1981
- DAVID S. NOSS, Ph.D.  
*Professor Emeritus of Religion and Philosophy*  
 1950-1960; 1961-1989
- DOROTHY D. OHL, M.A.  
*Professor Emerita of Music*  
 Part-time 1946-1955; full-time 1955-1985
- FERRIS E. OHL, Ed.D.  
*Professor Emeritus of Music*  
 Full-time 1946-1981; part-time 1981-1985
- RONALD D. PEPPER, M.Mus.  
*Associate Professor Emeritus of Violin, Music Theory and Music History*  
 1965-1998
- LEON JOSEPH PUTNAM, Ph.D.  
*Professor Emeritus of Religion and Philosophy*  
 1959-1994
- JOHN SACORAFOS, M.A.  
*Associate Professor Emeritus of Spanish*  
 1958-1962; 1964-1988
- CATHERINE THIEDT, Ph.D.  
*Professor Emerita of Organ, Piano and Theory*  
 1968-2000
- ARCHIE MACNEAL THOMAS, M.A.  
*Professor Emeritus of Communication*  
 Full-time 1947-1982; part-time 1982-1983
- WILLIAM T. WICKHAM, Ph.D.  
*Professor Emeritus of Business Administration, Accounting and Economics*  
 1977-1999
- HERMAN VICTOR WILLIAMS, Ph.D.  
*Professor Emeritus of Education*  
 1957-1984
- LEON MILTON WISE, Ph.D.  
*Professor Emeritus of Psychology*  
 1951-1997

RAYMOND A. WISE, Ph.D.

*Registrar Emeritus*

1968-2000

LEANNE O. WOLFF, Ph.D.

*Professor Emerita of Communication and Theatre Arts*

Part-time 1963-1968; full-time 1968-1970; part-time 1970-1974; full-time 1974-1995

**PRESIDENTS OF HEIDELBERG COLLEGE**

Emanuel V. Gerhart, D.D., LL.D. - 1851-1855

Moses Kieffer, D.D. - 1855-1863

George W. Aughinbaugh, D.D., LL.D. - 1864-1865

George W. Williard, D.D., LL.D. - 1866-1890

John A. Peters, D.D., LL.D. - 1890-1901

Charles E. Miller, D.D., LL.D. - 1902-1937

Clarence E. Josephson, S.T.M., D.D. - 1937-1945

Nevin C. Harner, S.T.M., Ph.D., D.D., LL.D. - 1945-1947

Frederick D. Lemke (Interim), A.M., Ph.D., Litt.D. - 1947-1948

William T. Wickham, A.M., Ped.D., LL.D. - 1948-1969

Leslie H. Fishel, jr., Ph.D., LL.D. - 1969-1980

William C. Cassell, M.A., M.B.A.(hon.), L.H.D., LL.D., D.B.A., Litt.D. - 1980-1996

Richard H. Owens, Ph.D. - 1996-2001

Kenneth J. Porada, Ph.D. - (Interim) 2001-2002

James H. Getz, Ph.D. - (Interim) 2002-2003

F. Dominic Dottavio, Ph.D. - 2003-

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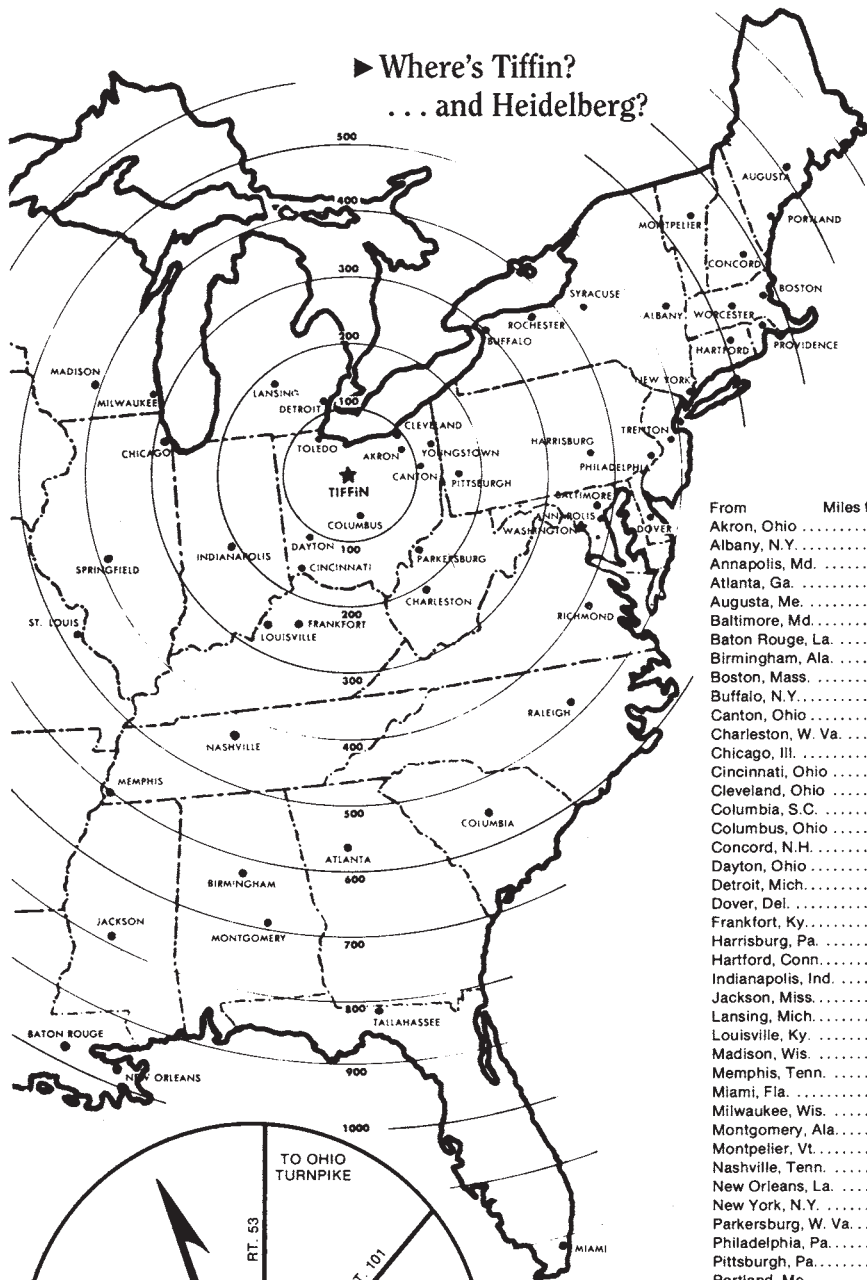


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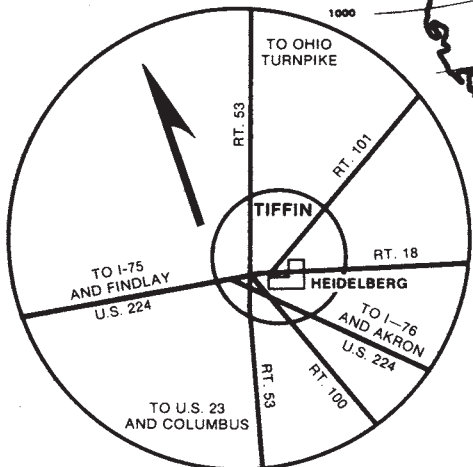
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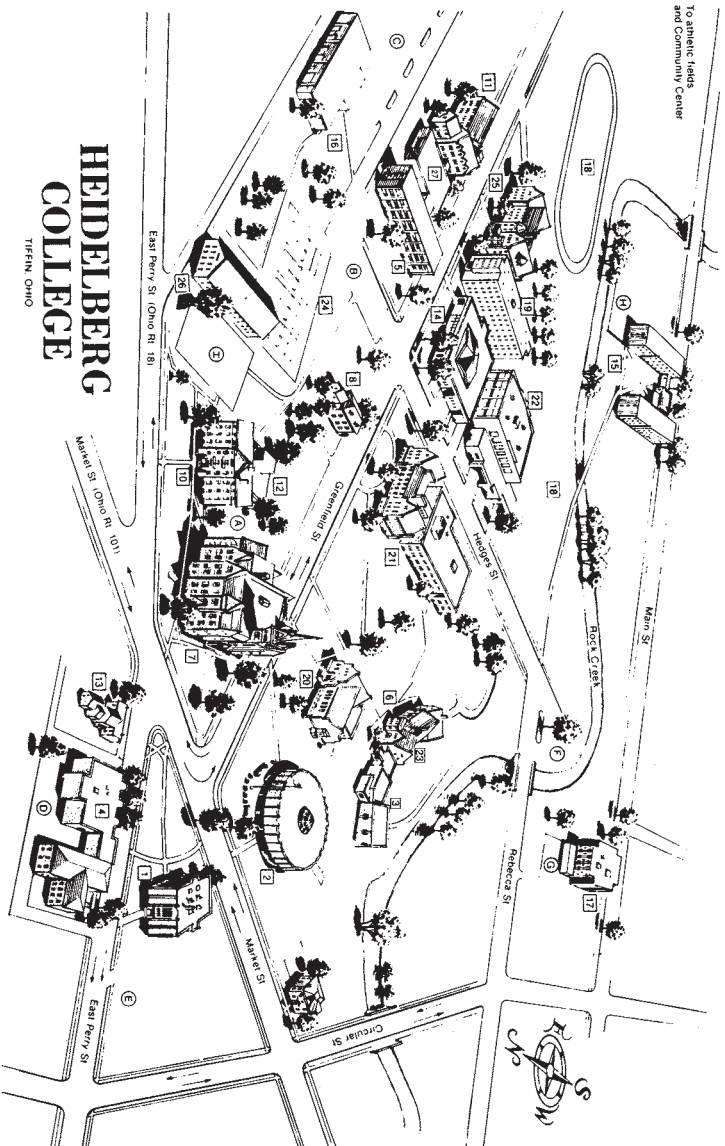
## ► Where's Tiffin? ... and Heidelberg?



From	Miles to Tiffin
Akron, Ohio	93
Albany, N.Y.	553
Annapolis, Md.	440
Atlanta, Ga.	632
Augusta, Me.	849
Baltimore, Md.	415
Baton Rouge, La.	1001
Birmingham, Ala.	645
Boston, Mass.	714
Buffalo, N.Y.	275
Canton, Ohio	107
Charleston, W. Va.	255
Chicago, Ill.	266
Cincinnati, Ohio	170
Cleveland, Ohio	92
Columbia, S.C.	626
Columbus, Ohio	86
Concord, N.H.	706
Dayton, Ohio	127
Detroit, Mich.	103
Dover, Del.	502
Frankfort, Ky.	253
Harrisburg, Pa.	387
Hartford, Conn.	650
Indianapolis, Ind.	212
Jackson, Miss.	843
Lansing, Mich.	149
Louisville, Ky.	281
Madison, Wis.	406
Memphis, Tenn.	647
Miami, Fla.	1244
Milwaukee, Wis.	353
Montgomery, Ala.	729
Montpelier, Vt.	687
Nashville, Tenn.	457
New Orleans, La.	984
New York, N.Y.	561
Parkersburg, W. Va.	190
Philadelphia, Pa.	486
Pittsburgh, Pa.	197
Portland, Me.	793
Providence, R.I.	711
Raleigh, N.C.	580
Richmond, Va.	490
Rochester, N.Y.	343
St. Louis, Mo.	447
Springfield, Ill.	382
Syracuse, N.Y.	422
Tallahassee, Fla.	885
Toledo, Ohio	48
Trenton, N.J.	509
Washington, D.C.	420
Worcester, Mass.	678
Youngstown, Ohio	142



# The Heidelberg Campus



To athletic fields  
and Community Center

- |     |  |
|-----|--|
| 1   | Agler Alumni Building  |
| 2   | Beehly Library   |
| 3   | Bookstore  |
| 4   | Breneman Music Hall  |
| 5   | Brown Residence Hall   |
| 6   | Campus Center  |
| 7   | College Hall   |
| 8   | Honors House   |
| 10  | Founders Hall  |
| 11  | France Residence Hall  |
| 12  | George P. Gundlach Theatre   |
| 13  | Guest House  |
| 14  | Hoernemann Refectory   |
| 15  | King Memorial Residence  |
| 16  | Krammes Service Center   |
| 17  | Krieg Residence Hall   |
| 18  | Mayer Field<br>All-Weather Track and<br>Soccer Field                                   |
| 19  | Miller Residence Hall  |
| 20  | Pflederer Center for Religion<br>and Humanities  |
| 21  | Science Center<br>Laird Science Hall<br>Farris Hall of Science<br>Fossil Lecturer Hall |
| 22  | Seberling Gymnasium  |
| 23  | Stoner Health Center   |
| 24  | Tennis Courts  |
| 25  | Williard Residence Hall  |
| 26  | Auxiliary Gymnasium  |
| 27  | Lavelly-Shepherdstein<br>Education Center  |
| A-I | Parking  |

**HEIDELBERG  
COLLEGE**

TIFFIN, OHIO