

Heidelberg

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Heidelberg

2008-2009 Graduate Catalog



2008-2009
CATALOG

**Heidelberg College
Graduate Studies Catalog**

2008-2009

MASTER OF ARTS IN EDUCATION

MASTER OF ARTS IN COUNSELING

MASTER OF BUSINESS ADMINISTRATION

Authorized by: Ohio Board of Regents
Accredited by: North Central Association
of Colleges and Schools

HEIDELBERG COLLEGE
TIFFIN, OHIO 44883

Information Subject to Change

The provisions of this catalog are not to be regarded as a contract between any student and the College. Course content and regulations are under constant review and revision. The College reserves the right in its sole judgement to change any course, program, provision, regulation or requirement set forth herein. The foregoing changes may include, without limitation, the elimination of programs, departments or courses, the modification of tuition, fees, admission standards, degree and course requirements, and the contents of any course or program, and the cancellation or rescheduling of classes or other academic activities.

Questions concerning the contents of this catalog should be directed to the director of a specific graduate program.

The Graduate School reserves the right to modify or change the curriculum, admission standards, course content, degree requirements, regulations, tuition or fees at any time.

Notice of Nondiscriminatory Policy

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 college-administered programs and activities.

TABLE OF CONTENTS

The College

College and History	5
History of Graduate Studies.....	6
Accreditation and Affiliation	7
Institutional Mission	7
Educational Philosophy and Values	8
Institutional Goals.....	8

Campus Facilities

Heidelberg Tiffin, Arrowhead Park in Maumee and Japan.....	9
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Information Sources

Facilities and Information	10
Contacts and Phone Numbers	12
Graduate Studies Calendars	13

Expenses and Student Aid

Tuition and Fees	15
Financial Aid.....	15
Tuition Reimbursement.....	16
Registration	16

Graduate Studies Academic Policies

Grading System.....	17
Degree Requirements	19
Academic Standing	19
Time Limitations and Transfer Credit.....	23
Full-time Status	24
Graduation/Commencement	25

Master of Arts in Education Degree Program

Mission and Goals.....	26
Application and Admission.....	28
Admission as Coursework or Workshop.....	29
MA in Education Curriculum.....	30
MA in Education with Reading Endorsement	31
Education Course Descriptions.....	31

Master of Arts in Counseling Degree Program

Mission Statement.....36
School Counseling Concentration..... 36
Community Counseling Concentration.....38
Dual Concentration 38
Program Objectives..... 39
Application and Admission Requirements..... 40
Admission as Coursework Student 41
Graduation Requirements and Options 43
Non-Academic Performance..... 44
Personal Characteristics Review Form 46
Master of Counseling Curriculum47
Counseling Course Descriptions..... 50
Internship and Practicum Information57

Master of Business Administration Degree Program

MBA Mission and Philosophy 63
Characteristics of Heidelberg MBA 63
Program Objectives..... 64
Entrepreneurship Concentration 65
Application and Admission..... 66
Deficiency of Requirements and Conditional Admission67
Coursework Student Admission 68
Academic Schedule and Registration 68
MBA Curriculum69
MBA Course Descriptions 71
Undergraduate MBA Prerequisites 76
MBA Policies and Procedures77
Heidelberg Business Institute 78

Register of the College

Board of Trustees 79
Administration80
Faculty..... 81

Campus Locations

Travel Directions..... 83

THE COLLEGE

Heidelberg is a college of both change and continuity. Proud of its over 158-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 of the College

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 28 majors and employs 86 faculty (FTE). Its total enrollment is over 1,500 students, in all programs, and has been increasing in recent years.

History of Graduate Studies at Heidelberg

The Master of Arts in Education degree program, designed for practicing public and parochial school teachers, was authorized by the Ohio Board of Regents in December 1986. The Ohio Board of Regents reauthorized the Master of Arts in Education program in 1991 and again in February 1996.

In November 1988, the Ohio Board of Regents approved the Master of Arts in Counseling degree program. This program was designed to fill a need for community counselors. In March 1991, the Ohio Counselor and Social Worker Board granted approval for successful degree recipients to sit for the Licensed Professional Counselor examination. In November 1991, the Board gave its approval of advanced coursework to enable candidates to qualify to sit for the Licensed Professional Clinical Counselor examination. Additionally, the School Counselor Licensure Program was approved by the Ohio Board of Education in May 1991. The Ohio Board of Regents reauthorized the Master of Arts in Counseling degree program in February 1996. In September 1998 approval was granted for the Licensed Professional Counselor and Licensed Professional Clinical Counselor levels for a 5-year period. The Ohio Counselor, Social Worker, and Marriage and Family Therapy Board reauthorized the Master of Arts in Counseling degree in 2004.

The Master of Business Administration degree program was authorized by the Ohio Board of Regents in February 1996. Heidelberg's MBA program develops the knowledge and skills needed for general management by utilizing an instructional philosophy called "discussion pedagogy with experiential learning." Unlike the lecture method of instruction, discussion pedagogy uses case studies and provides a continuous process of integration of management skills with course content.

In November 1993, Heidelberg College was granted approval to offer graduate courses in the Master of Arts in Education degree program in Sapporo, Hokkaido, Japan by the North Central Association of Colleges and Schools Commission on Institutions of Higher Education.

Accreditation and Affiliation

Heidelberg College has continuously been accredited by the North Central Association of Colleges and Secondary Schools since 1913 and was included on the Association's first published list of accredited institutions. North Central Association of Colleges and Secondary Schools 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, Social Worker, and Marriage/Family Therapy Board.

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

Institutional Mission

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.

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.

Heidelberg College at Arrowhead Park

In 1989, Heidelberg College initiated its off-campus undergraduate degree completion program in Arrowhead Park, Maumee, Ohio. In 1997, the program moved to a new facility featuring mediated classrooms, a library and computer lab, student lounge, and bookstore. The complete MBA or Master of Arts in Education programs are available at this location. Students in the Counseling program may take up to 24 credit hours toward their degree requirements. Heidelberg College at Arrowhead Park is located at 1757 Indian Wood Circle, Maumee, Ohio 43537.

Heidelberg College in Sapporo Japan

Heidelberg College offers a few graduate education courses at a site in Sapporo Japan.

STUDENT-USE FACILITIES AND INFORMATION

Library Hours

Beeghly Library: Hours are announced annually. Summer hours are announced in May. A librarian is on duty to assist students in the utilization of the library resources. A student ID card is required to borrow materials from the library. During the 2008-2009 academic year the hours will be as follows:

Monday-Thursday	8:30 a.m.-11:00 p.m.
Friday	8:30 a.m.-5:30 p.m.
Saturday	1:00 p.m.-4:00 p.m.
Sunday	1:00 p.m.-11:00 p.m.

Beeghly Library has a print collection of 153,200 books, 264,000 microfiche and microfilms, 113,478 government documents, 7,841 sound recordings, 472 videos/DVDs, and subscribes to 480 print journals. We are a member of OhioLINK which is the state's online academic library consortium. Through OhioLINK, our students have access to 26,000,000 books, 5,000 journals, and 100 online databases.

Our services include reference assistance, library research classes, an online catalog, a computer lab, two classrooms, circulation, print reserves, e-reserves, interlibrary loan, and the Instructional Media Center. The hours, phone numbers and staff names can be found on our web site at www.heidelberg.edu/offices/library.

Arrowhead Park Library: Books and other academic materials are available from the Arrowhead Park Library. The hours during the academic year are:

Monday-Thursday	9:00 a.m.-10:00 p.m.
Friday	9 a.m.-3 p.m.
Saturday	10 a.m.-2 p.m.

Computer Centers

Bareis Hall Computer Center: Rooms 227, 228, 229

Monday-Thursday	7:30 a.m.-11:00 p.m.
Friday	7:30 a.m.-5 p.m.
Saturday	12 p.m.-4 p.m.
Sunday	1 p.m.-11 p.m.

Arrowhead Park Computer Center:

Monday-Thursday	9:00 a.m.-10:00 p.m.
Friday	9 a.m.-3 p.m.
Saturday	10 a.m.-2 p.m.

Instructional Media Center

The Media Center, located in the basement of Beeghly Library, contains a variety of materials and equipment for student and faculty use. Materials for posters, bulletin boards, lamination, and overhead materials are available. An extensive collection of print and non-print materials is available for checkout, including educational texts, videotapes, filmstrips, and computer software. The Media Center also has equipment and personnel capable of recording (audio and visual) classroom discussions and technical media presentations, as well as facilities for lending and/or viewing such tapes.

Media Center Hours of operation:

Hours may vary during summer and holidays.

Monday - Thursday	8:00 a.m.-9:00 p.m.
Friday	8:00 a.m.-5:00 p.m.
Sunday	12:00 p.m.-11:00 p.m.

Student Identification Cards

In order to check out materials from the library or to use the Media and Computer Centers, all students should have a Heidelberg student identification card. ID cards may also be used for admission to Heidelberg athletic events. You may also take advantage of student rates for the Heidelberg Theatre and receive discounts at participating area restaurants. YMCA privileges, however, are not available to graduate students.

Vehicle Registration

All students are required to register all vehicles driven to the Heidelberg Tiffin campus. Vehicle registration is available on OASIS2 (<https://oasis2heidelberg.edu>) under each students' "Personal Information" menu. There is no charge for vehicle registration for graduate students. Students are expected to park in proper areas. Guidelines are posted in several locations and available from security.

Weather Emergency

School cancellations will be broadcast on WTTT Radio, 1600 AM or 103.7 FM, TV 54 in Bucyrus, or TV Channels 11 or 13 in Toledo. You may also call the Heidelberg switchboard at (419) 448-2000 or 800-925-9250, the Graduate Studies Office at (419) 448-2288, or Arrowhead Park at (419) 893-1986. In addition, (419) 448-2222 will have information regarding class cancellations due to weather. On occasion, an individual campus (Tiffin, Maumee, or Ashland) may close due to extreme weather conditions, but classes are not cancelled on all of the other campuses where classes are held. Please contact the campus where your class is scheduled for additional information on closings.

Sources of Information

Subject	Office	419 Area Code
Academic Affairs	V.P. for Academic Affairs and College Dean.....	448-2216
Admission	Director of Admission	448-2330
Alumni Affairs	Director of Alumni Affairs	448-2059
Bookstore	Bookstore.....	448-2012
	Bookstore Fax.....	448-2170
Business Matters	V.P. for Administration	448-2000
Career Placement	Career Development.....	448-2058
Employment of Teachers	Teacher Placement Bureau	448-2125
Financial Aid	Director of Financial Aid.....	448-2293
General Information	College Operator	448-2000
General Matters	The President.....	448-2202
Graduate Business	Director.....	448-2221
Graduate Education	Director.....	448-2175
Graduate Counseling	Director.....	448-2312
	Graduate Studies Fax.....	448-2072
Heidelberg Maumee	Main Desk	893-1986
	Maumee Fax	893-1054
International & Multi-		
Cultural Programs	Main Desk	448-2207
Krammes Service	Center Main Desk	448-2191
Library	Main Desk	448-2104
Media Center	Main Desk	448-2136
Payment of Tuition, Fees	Business Office	448-2000
Registrar, Transcripts	Main Desk	448-2090
	Registrar Fax	448-2122
Security	Main Desk	448-2211
Student Affairs	V.P. for Student Affairs	448-2062

Contacts: Graduate Studies in Counseling: Dr. Jo-Ann Lipford Sanders, Director (email:jsanders@heidelberg.edu) 419-448-2312

Graduate Studies in Education: Dr. Diane P. Armstrong, Director (email: darmstro@heidelberg.edu) 419-448-2175 (Tiffin); 419-893-1986 ext. 4005 (Arrowhead Park)

Graduate Studies in Business: Dr. Henry Rennie, Director (email: hrennie@heidelberg.edu) 419-448-2221

Graduate Studies Office: Melissa R. Nye (email: mnye@heidelberg.edu) 419-448-2288

GRADUATE STUDIES CALENDARS

Graduate Studies in Education and Counseling Tiffin

Fall 2008

Classes Begin.....	Aug. 25
Last Date to Add.....	Sept. 9
Last W/D Date.....	Oct. 22
Classes End.....	Dec. 12
Grades Due.....	Dec. 16

Spring 2009

Classes Begin.....	Jan. 7
Last Date to Add.....	Jan. 21
Last W/D Date.....	Mar. 4
Classes End.....	May 5
Grades Due for Graduates.....	May 6
Grades Due.....	May 12

Graduate Studies in Education Arrowhead Park

Fall 2008

Term I

Classes Begin.....	Aug. 18
Last Date to Add.....	Aug. 25
Last W/D Date.....	Sept. 22
Classes End.....	Oct. 14
Grades Due.....	Oct. 16

Term II

Classes Begin.....	Oct. 15
Last Date to Add.....	Oct. 22
Last W/D Date.....	Nov. 19
Classes End.....	Dec. 12
Grades Due.....	Dec. 16

Spring 2009

Term I

Classes Begin.....	Jan . 5
Last Date to Add.....	Jan . 12
Last W/D Date.....	Feb . 9
Classes End.....	Mar . 2
Grades Due.....	Mar . 5

Term II

Classes Begin.....	Mar. 5
Last Date to Add.....	Mar. 12
Last W/D Date	Apr. 9
Classes End.....	May 4
Grades Due	May 12

All schedules and dates should be verified on the Heidelberg website.

Graduate Studies in Education at Heidelberg’s Japan site is on a different calendar in order to accommodate the academic year of educators in Japan. For further information concerning the Japan program, please contact G. Michael Pratt, Dean of Graduate Studies .

Classes offered at Ashland University may be on a different calendar to accommodate the Ashland University schedule .

Graduate Studies in Business Calendar

Fall 2008	Term I
Classes Begin.....	Aug. 18
Last Date to Add.....	Aug. 26
Last W/D Date	Sept. 15
Classes End.....	Oct. 14
Grades Due	Oct. 16

Term II

Classes Begin.....	Oct. 15
Last Date to Add.....	Oct. 22
Last W/D Date	Nov. 12
Classes End.....	Dec. 12
Grades Due	Dec. 16

Spring 2009	Term I
Classes Begin.....	Jan. 5
Last Date to Add.....	Jan. 12
Last W/D Date	Feb. 2
Classes End.....	Mar. 2
Grades Due	Mar. 5

Term II

Classes Begin.....	Mar. 3
Last Date to Add.....	Mar. 10
Last W/D Date	Mar. 31
Classes End.....	Apr. 27
Grades Due for Graduates	May 6
Grades Due	May 12

EXPENSES AND STUDENT AID

Tuition and Fees

Masters of Arts in Education and Counseling Programs

Tuition and fees are payable in the Business Office and are due prior to the beginning of each term. Students that have a past due balance will not be permitted to register for classes for the next term.

Application Fee	\$25.00
(Fee is waived if using the online application form.)	
Tuition 2008-2009	\$399 per credit hour
Auditing a class	75% of sem. charge
Practicum, Internship	\$25.00 per credit hour
(COU 580, COU 581, COU 582, EDU 590, EDU 591, COU 594, COU 596, and COU 597)	
The same rate applies regardless of the number of hours taken.	
Practicum Report printing fee (M.A. in Education)	\$25.00
Lab Fees/Testing Materials	
(COU 510, COU 518, COU 620)	\$25.00
Graduation Fee for diploma and apparel	\$75.00

Master of Business Administration

Tuition for the 2008-2009 academic year is \$535 per credit hour. The same rate applies regardless of the number of hours taken. An application fee of \$25.00 is due on application to the Master of Business Administration program. (Fee is waived if using the online application form.) There is also a \$75.00 graduation fee for diploma and apparel.

Financial Aid

Programs available to graduate students are: (a) Federal Subsidized Stafford Loan; (b) Federal Unsubsidized Loan; (c) Employer-Provided Assistance and (d) Federal Perkins Loans. To be eligible for one of those programs, the student must: (1) be enrolled in a program leading to a graduate degree; (2) be at least a half-time student (5 semester hours); (3) file the Free Application for Federal Student Aid (FAFSA); (4) request a copy of their Heidelberg Admission Application to be forwarded to the Financial Aid Office. Students enrolled in the LPCC program only do not qualify for federal assistance. For further information or a FAFSA, contact: Heidelberg College Financial Aid Office, 310 E. Market St., Tiffin, Ohio 44883, 1-800-925-9250, ext. 2293 or 419-448-2293.

Tuition Reimbursement

An increasing number of employers provide educational assistance to their employees. Students receiving tuition reimbursement from their employer may defer payment of the reimbursed amount until the reimbursement is received. A completed Tuition Reimbursement Form must be on file in the Business Office. This form is available from the Graduate Studies Office and must be completed each semester.

Registration

Registration is completed online using OASIS. All graduate students, especially new students, are encouraged to meet with their advisors to plan their programs for a one-year period. It is the student's responsibility to check pre-requisite requirements prior to registration. Students who do not meet the pre-requisites of a course will not be permitted to register for the course unless a pre-requisite override is approved. For information regarding registration overrides, contact the Program Director.

GRADUATE STUDIES ACADEMIC POLICIES

Grading System

At the conclusion of each course, letter grades will be assigned to the student for the coursework. Grades will be expressed in the following manner: A, B, C, F, I, PR, P, AU, U and W. Quality points are assigned for each semester hour as follows: A = 4; B = 3; C = 2; F = 0; W = 0; AU = 0. "I" and "PR" will be converted later.

The "PR" or "in progress" grade indicates the practicum is not complete but work is progressing in consecutive subsequent terms. Only the initial 3 semester hours of the practicum may count toward the degree.

Incompletes

If a student through no fault of her/his own is unable to complete the requirements of a course, then the instructor may assign the grade of incomplete (I). The instructor must fill out a "Record of Incomplete Work" form which is available from the Registrar and submit the form, signed by the student. On the form, the instructor will indicate the grade earned if the student completes no additional work for the course. The instructor will specify a deadline by which the remaining work must be done. If no grade is received by the Registrar's Office by this date, then the Registrar will assign the grade earned indicated on the form if no additional work were completed for the course. After this grade has been assigned, there will be no further opportunity for the instructor to change the grade or for the student to complete the work.

Audits

A student who wishes to attend a class but who does not wish to receive a grade of credit for the course must consult with the Director of the appropriate program. A student must declare the auditor status in a course by the "Last day to Add Classes." The degree of class participation acceptable or required shall be determined between the student and the 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.

Withdrawals

Students may drop individual courses online. However, if a student wishes to drop their LAST course and withdrawal for the semester he/she must complete a signed Graduate Registration Form. The form is located on OASIS or can be obtained from the Graduate Studies Office. Completed Graduate Registration Forms should be returned to the Graduate Studies Office for the change in registration to be official. There is a financial penalty for withdrawal from a class after the beginning of classes. A student who ceases to attend classes but does not officially withdraw will receive a grade of “F” at the end of the semester. A grade of “W” is recorded for each course dropped after the add deadline but before the last day to drop courses. A grade of “WF” is recorded for each course dropped after the last day to drop courses.

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 & 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 Program Director, and the Dean of Graduate Studies as specified in the Faculty Manual or (5) the Faculty has acted under the powers specified in the Faculty Manual.

Grade Appeals Policy

If a student thinks an error has been made in the determination of his/her final grade, then the student should consult with the instructor about the situation. If no satisfactory resolution is obtained, the student may appeal the final grade in writing to the Program Director. If the Program Director denies the appeal, then the student may appeal in writing to the Dean of Graduate Studies. If either the student or the instructor believes that the Vice President for Academic Affairs has erred in his/her decision, the student or instructor may submit a written appeal of the Dean’s decision to the Academic Policies Committee (APC). The letter of appeal must state specifically how the Dean erred in his/her decision and must be accompanied by evidence to substantiate that claim. The Committee shall investigate the charge of error and respond in writing to the student, the instructor, the Program Director, and the Dean within 15 working days of the receipt of the appeal. The decision of the Committee is final.

Degree Requirements

To be recommended for the Master of Business Administration, Master of Arts in Counseling degree or the Master of Arts in Education degree, a student must satisfy all requirements prescribed by the relevant program with a cumulative GPA of 3.00 within the published time limit.

All students will be held to the catalog requirements in effect at the time of their first coursework taken toward their graduate degree. The only curriculum exceptions relate to prerequisite changes. Students may also elect a more recent catalog for their graduate degree requirements.

Academic Standing

To remain in good academic standing, the graduate student must:

- Maintain a minimum cumulative GPA of 3.0 during every term or semester.
- Not have received any grades of F.
- Not have received more than one unattended grade of C.

An “unattended C” means the following:

When a student receives a course grade of C, the student may repeat the course. If the student does so AND receives a course grade of B or better, the C is said to be “attended.” When a student does not repeat a course in which he or she received a C, or, does repeat a course and again received a grade of C, the C is “unattended.” This would mean that the second C would constitute grounds for dismissal from the program. In addition to these standards, the Director of each program will retain some flexibility in determining when a student is not in good academic standing. (See pages 43 - 46 for the Master of Arts in Counseling Program’s “Evaluation of Graduate Students’ Non-Academic Performance in the Clinical Counseling Program.”)

The following standards govern a student’s **repeating of a course**:

- A course in which a grade of C+ or lower was earned may be repeated.
- There may be only two repeats during the student’s tenure in the program.
- The course must be repeated at Heidelberg College.
- The new grade for a repeated course will not replace the old grade but will be averaged in with it when computing the GPA.

A student who fails to comply with any conditions of good academic standing at any point in the graduate program can be either put on probation, suspended from the program, or dismissed. When a student is

suspended or dismissed from the program, he or she can appeal the action to the Academic Policies Committee. When a student is put on probation, he or she cannot appeal the action.

The student can be put on **probation** under any of the following conditions:

- The student's GPA falls below 3.0 in any given semester.
- The student's behavior does not meet the standards of the profession as documented by the Program Director or the Vice President for Academic Affairs. (See pages 43 -46 for the Master of Arts in Counseling Program's "Evaluation of Graduate Students' Non-Academic Performance in the Clinical Counseling Program.")

When the student is put on probationary status, the director of the graduate program will communicate in writing to the student: (a) the reasons for probation and (b) conditions (including deadline) that the student must meet to return to good academic standing. A student is permitted to take **not more than** two courses per semester (or term) while on probation.

The general conditions for changing one's probationary status in a program are as follows:

- The student's GPA must be at an acceptable level.
- There must be an improvement in the student's professional behavior to an acceptable level as evaluated by the Program Director. (See pages 43 - 46 for the Master of Arts in Counseling Program's "Evaluation of Graduate Students' Non-Academic Performance in the Clinical Counseling Program.")

Individual Program Directors may impose additional or different restrictions (from those stated above) on students in their programs, including mandatory registration requirements, limiting the number of hours, or specifying retaking of particular course(s) before continuing the regular sequence. These will be communicated to the student in writing by the Program Director, and a copy will be forwarded to the Registrar, the student's file, and the Dean of Graduate Studies.

If the student is placed on probation a second time (after returning to good standing), the student will be dismissed from the program.

The student will face **suspension** for one term or semester under the following conditions:

- If the student has not met the conditions of return to good academic standing by the deadline communicated in the letter from the Program Director.

When the student is suspended from the program, the decision and the conditions to return to good academic standing will be communicated by the Program Director to the student, and a copy will be forwarded to the Registrar, the student's file, and the Dean of Graduate Studies. While suspended, the student will not be able to enroll in any program coursework at Heidelberg College or register for future semesters or terms. The student has the right to appeal to the Academic Policies Committee.

The general conditions for changing one's suspended status in the program are as follows:

- Student has met the conditions communicated in the letter from the Program Director.
- Student has won an appeal to the Academic Policies Committee. (If the appeal is granted, then the conditions must be stated in a letter from the Academic Policies Committee to the student, and copies of this letter will be forwarded to the Registrar, the Dean of Graduate Studies, the Program Director, and the student's file.)

The student will be dismissed from the program for the following reasons:

1. The student has received two unattended C's.
2. The student received a grade of F.
3. The student did not meet the conditions for remaining in the program.

When the student is dismissed from the program, the Program Director will communicate this decision to the student and copies will be forwarded to the Dean of Graduate Studies, the Registrar, and the student's file. The student has the **right to appeal** his or her dismissal to the Academic Policies Committee.

When the decision is communicated to suspend or dismiss the student from the graduate program, the student has the right to appeal to the Academic Policies Committee. The student must make this appeal in writing by the deadline stated in the suspension or dismissal letter.

If and when the appeal is granted, conditions for reinstatement in the program (in the case of a suspension) or readmission (in the case of a dismissal) will be outlined in a letter from the Dean of Graduate Studies. The student must retake the course in which F or second unattended C was earned and receive a satisfactory grade (B or higher).

A student, who is reinstated in the program after a suspension, can enroll in the program coursework as soon as the next semester or term. A student who is readmitted in the program after a dismissal, however, must wait one calendar year from the date of dismissal before he or she can enroll

in program coursework. When readmitted, the student will be accepted conditionally and must be on probation for a specific period of time, as indicated by the Program Director.

If a student does not satisfy the conditions necessary to achieve satisfactory academic status for readmission, he/she will be dismissed from the program a second time. This dismissal can also be appealed by the student to the Dean of Graduate Studies. If the appeal is granted, the same conditions stated above for the first readmission apply.

Time Limitations and Transfer Credit

Master of Arts in Education

Students have a maximum of 6 calendar years from the date of the first course taken toward their graduate degree to complete the MAE program. Heidelberg College will accept up to 9 hours of graduate transfer credit to the Master of Arts in Education program. Several factors should be noted concerning transfer credit: 1) All transfer credit must have been completed within 6 calendar years of the first Heidelberg class taken. Once accepted, these classes will be counted toward graduation. 2) The grades(s) received in the course(s) must be a “B” or better. 3) Transfer credit will be evaluated by the academic advisor and approved by the program director. 4) Transfer credit does not affect the cumulative grade point average established with Heidelberg College.

Master of Arts in Counseling

Students have a maximum of 6 calendar years from the date of the first course taken toward their graduate degree to complete the MAC program. Heidelberg College will accept up to 12 hours of graduate transfer credit towards the Master of Arts in Counseling degree. For students who already possess a Master’s Degree and wish to complete the Community Counseling or the School Counseling Licensure concentrations, a maximum of 24 hours of counseling related coursework may be transferred. One half of all coursework must be completed at Heidelberg’s main campus. Transfer coursework affects how much time students have to complete their graduate degree. Several factors should be noted concerning transfer credit/ Heidelberg college coursework:

1) Coursework must be comparable with the Heidelberg College MAC program coursework; 2) the grade(s) in the courses(s) to be transferred must be a “B” or better; 3) transfer credit will be evaluated by the academic advisor and approved by the Program Director; 4) transfer credit does not affect the cumulative grade point average established with Heidelberg College; 5) transfer credit from other institutions are included in the 6 calendar year rule; and 6) prior Heidelberg College coursework being applied to the graduate degree is also included in the 6 calendar year rule. If the program is not completed within 6 calendar years from the date of the first course taken toward the MAC degree, the student will lose credit for coursework and/or transfer credit and be required to repeat the outdated course(s). A student whose coursework falls beyond the above time limit, may petition the Program Director for special circumstances extension.

Master of Business Administration

Students have a maximum of 6 calendar years to complete the MBA program once admitted on a regular status. Admission on a regular status occurs when the student has satisfied the “conditional” terms placed when admitted. Heidelberg College will accept up to nine (9) hours of graduate transfer credit to the Master of Business Administration Program. Several factors should be noted concerning transfer credit:

1) the coursework should have been completed within six years prior to application at Heidelberg College; 2) coursework must be comparable with the Heidelberg College MBA Program coursework; 3) the grade(s) in the course(s) to be transferred must be “B” or better; 4) transfer credit does not affect the cumulative grade-point average established with Heidelberg College.

Full-time Status

Graduate Education and Counseling students are considered enrolled full-time with 9 hours of coursework in any given semester during the academic year. A student may petition the appropriate graduate program director to take up to 12 hours of coursework during the regular academic year. The director’s decision will be based on a combination of factors such as advice from the student’s advisor, past grade history and past record of academic performance.

For the MBA program, full-time enrollment is at least 9 hours per semester (a semester is composed of two 8-week sessions). Students enrolled full-time will generally take 2 courses per term. Part-time students will generally take 1 course per term.

Graduation/Commencement

Heidelberg College awards degrees three times per year, on December 22, in May, and on August 25. There is one commencement ceremony in May.

All graduate students who have taken a course within the last year will be contacted in early fall by the Office of the Registrar. It is the responsibility of each student to return his/her graduation application by the deadline indicated. Areas of concern will be communicated via the student's preferred email address as indicated on his/her OASIS account.

If a Master's student is within 12 graduate semester hours of fulfilling all requirements for graduation (has registered for such credits during the Summer Semester and been audited by the Registrar) by the Monday before the May Commencement, then he/she may participate in Commencement as a summer graduate. This 12 semester hour limit includes any grades of PR or incompletes. For August and December graduates, diplomas will be sent within two weeks. Students may only participate in one Commencement. All financial obligations to the College must have been met.

MASTER OF ARTS IN EDUCATION DEGREE PROGRAM

The mission of the Master of Arts in Education degree program is:

(1) to increase the competence of teachers and reading specialists based on a liberal arts core; (2) to produce leaders in those areas of education and (3) to enable them to engage in action research and scholarly inquiry, in order to enhance their performance and ultimately the academic performance and constructive behavior of students.

The purpose of the Master of Arts in Education Program is to develop teachers who exercise leadership within their professional communities and academic institutions. The program is designed to develop experienced elementary and secondary school teachers who are recognized as master teachers because of their advanced knowledge and skills and their deep commitment to responsible professionalism.

The goals of the program are the following:

1. Describe the most recent, valid, and reliable research on effective instruction, including that which is related to models of teaching.
2. Summarize the curricular purposes, content and materials associated with those schools which research identifies as being most effective.
3. Compare the principal quantitative and qualitative methods of conducting research on instruction and curriculum.
4. Describe the principal means of evaluating instruction and curriculum so as to facilitate planning and decision-making.
5. Explain the ways in which knowledge of individual differences (i.e., in intelligence, personality, learning style and cognitive levels) can contribute to improving instruction and curriculum design.
6. Identify typical ethical problems which educators face and professionally responsible methods for resolving them.
7. Demonstrate the application of selected models of teaching.
8. Conduct a systematic evaluation of their own and other teachers' instruction.
9. Design a curriculum based upon identified principals in given content areas.
10. Design and administer instruments for the evaluation of a curriculum in at least one content area.
11. Develop a proposal for conducting a research, evaluation or development project related to curriculum and/or instruction.

12. Demonstrate in the practicum the way in which research results can be used to improve instruction and/or curriculum.
13. Do a case study of an educator working through an ethical problem that is common to the profession.
14. Rely upon research in making judgments about the value of different models of teaching and instructional techniques.
15. Perceive educational research and evaluation as processes which should be carried on regularly by professional educators to plan and make decisions relative to instruction and curriculum.
16. Value open and critical inquiry into the nature of instruction and curriculum.
17. Be committed to the importance of curriculum planning and decision-making that meets the needs of students.
18. Respect the habits of mind (intellectual, critical reflection, etc.) associated with conducting evaluation and research into instruction and curriculum.
19. Appreciate the role of research and evaluation in promoting effective instruction and curriculum.
20. Value the use of critical reflection in the resolution of professional ethical dilemmas.

Teachers who want to earn the Master of Arts in Education degree must complete 33 semester hours of coursework. A core of 19 semester hours is required. The remaining 14 semester hours of elective study are chosen by the student with the advice and consent of his/her advisor.

Application and Admission Requirements

Applications for admission to the Master of Arts in Education degree program should be sent to the Director of the Graduate Studies in Education program. Applications are processed on a rolling basis. Each application will be processed when the following have been received: (1) the completed application form with the \$25.00 application fee (application fee waived if using the online application process); (2) official transcripts from the Registrar of previously attended colleges or universities, except Heidelberg, providing evidence of a Bachelor's degree; (3) a copy of the teaching certificate, if applicable; (4) three letters of recommendation from qualified professional educators.

Prior to or following receipt of all application materials, the Director of Graduate Studies in Education may interview prospective students.

The student will receive a written decision regarding their admission status. In the event that the applicant has been convicted of a criminal offense (other than a minor traffic violation), the College will require a separate explanation of circumstances. The Program Director reserves the right to make the final decision with regard to acceptance in the Master of Arts in Education program, and also reserves the right to depart from and/or supplement the admission criteria based upon the best interests of Heidelberg College.

The following minimum qualifications are expected for a student to be accepted for admission into the program.

1. A Bachelor's degree from an accredited institution.
2. A minimum undergraduate G.P.A. of 2.5 on a 4.0 scale.
3. Favorable reference letters from three persons who know the applicant professionally.

Additionally, international students must obtain a score of at least 550 on the Test of English as a Foreign Language (TOEFL) if their first language is not English. The official TOEFL score must be sent directly to the Director of the Master of Arts in Education program by Educational Testing Service.

Persons with post-secondary level teaching experience in community college, trade or technical schools may be considered for participation in the program.

Admission as “Coursework Only” Student

Educators having no desire to pursue a Master’s degree or who already have a Master’s may enroll as “Coursework Only” for any courses or workshop. Students who wish to enroll in “Coursework Only” must complete the application form with the \$25.00 application fee (unless the coursework is a workshop or the online application form is used for which no application fee is assessed) and provide proof that a Bachelor’s degree from an accredited institution has been earned. The Program Director reserves the right to make the final decision with regard to granting permission for “Coursework Only” students.

Students may take up to 12 semester hours of graduate-level coursework without being admitted to a degree program and still have the hours count toward a Master’s degree.

Admission as Workshop Student

An applicant may be accepted for graduate workshops with evidence of a Bachelor’s degree from an accredited institution and teaching experience or experience in welfare services. An unlimited number of workshops may be taken. However, a maximum of four semester hours of workshop credit may be applied toward the Master of Arts in Education degree for individuals who have a Bachelor’s degree from an accredited institution.

Master of Arts in Education Curriculum (33 Sem. Hrs.)

Required Core Courses (19 semester hours)

EDU 500	Instructional Theory and Practice	3
EDU 501	Curriculum Theory and Policy	3
EDU 502	Educational Research	4
EDU 504	Professional Ethics	3
EDU 522	Introduction to Data Analysis	3
EDU 590	Practicum in Education I	3

Electives (14 semester hours)

EDU 512	Foundations of Reading	3
EDU 513	Teaching Reading in the Content Areas	3
EDU 514	Diagnosis and Remediation of Reading Difficulties	3
EDU 520	Computers in Education I	3
EDU 521	Computers in Education II	3
EDU 523	Trends in Elementary Education	3
EDU 524	Trends in Secondary Education	3
EDU 525	Multicultural Literature	3
EDU 526	Academic Content Standards	3
EDU 527	Child and Adolescent Development	3
or		
COU 503	Human Growth and Development	3
EDU 528	Motivation to Achieve	3
EDU 529	Classroom Management	3
EDU 530	Assessment and Evaluation in Schools	3
EDU 531	Teacher Leadership	3
EDU 533	Archaeology for Educators K-12	3
EDU 534	Investigating a Civil War Prison	3
EDU 535	The Effective Teacher	2
EDU 541	Special Topics in Education	1-3
EDU 550	Independent Study	1-3
EDU 560	Workshop	1-3
EDU 591	Practicum in Education II	1

Note: EDU 591 does not count toward the degree. See course description in catalog.

Master of Arts in Education with Reading Endorsement

Heidelberg College offers some of the courses that apply toward a reading endorsement. Although additional coursework is required, the following reading courses will be accepted by other institutions toward fulfillment of a reading endorsement:

EDU 512	Foundations of Reading	3
EDU 513	Teaching Reading in the Content Area	3
EDU 514	Diagnosis and Remediation of Reading Difficulties	3
EDU 541	Sp. Top: Using Literature in the Classroom	3

Total 12 sem. hrs.

EDUCATION COURSE DESCRIPTIONS

EDU 500. INSTRUCTIONAL THEORY AND PRACTICE (3 sem. hrs.) Development of knowledge, skills and attitudes needed to improve instructional effectiveness; emphasis on models of teaching and diagnosing learning/teaching problems and prescribing to increase effectiveness. (Fall of odd/even years, summer of even years, Arrowhead Park: Fall Term II)

EDU 501. CURRICULUM THEORY AND POLICY (3 sem. hrs.) Development of knowledge, skills and attitudes needed to structure knowledge, organize and change the elementary/secondary curriculum; emphasis on purposes, materials and practices associated with effective schools. (Spring of odd/even years, summer of odd years, Arrowhead Park: Spring Term I)

EDU 502. EDUCATIONAL RESEARCH (4 sem. hrs.) Development of knowledge, skills and attitudes needed to research and evaluate the effectiveness of curriculum, instruction, or intervention; emphasis on research strategies and analysis of descriptive and judgmental information for planning and decision-making. (Spring of even/odd years, summer of even years, Arrowhead Park: Spring Term II, even years)

EDU 504. PROFESSIONAL ETHICS (3 sem. hrs.) Development of knowledge, skills and attitudes essential for making responsible professional decisions; emphasis on ethical case studies related to curriculum and instruction. (Fall of even/odd years, summer of odd years, Arrowhead Park: Summer Term II)

EDU 512. FOUNDATIONS OF READING (3 sem. hrs.) Examination of the psychological and sociological theories of reading; emphasis on factors influencing the process of learning to read and the major approaches to teaching reading. (Fall of even/odd years)

EDU 513. TEACHING READING IN THE CONTENT AREAS (3 sem. hrs.) The purpose is to help content area teachers, both elementary and

secondary, teach the content of their subject areas more effectively. (Spring of even/odd years)

EDU 514. DIAGNOSIS AND REMEDIATION OF READING

DIFFICULTIES (3 sem. hrs.) Development of the knowledge, skills and attitudes essential to using formal and informal tools for diagnosing reading levels and providing for remediation where needed; emphasis is on effective strategies of diagnosis and remediation by the classroom teacher. Nine (9) clock hours (3 class sessions) of what was regularly scheduled class time for the course will be to given students in exchange for eighteen (18) clock hours of clinical-type field based experience. (Fall of odd/even years)

EDU 520. COMPUTERS IN EDUCATION I (3 sem. hrs.) Development of the knowledge, skills and attitudes needed to introduce and use microcomputer hardware and software into the classroom; emphasis is on the functions of a microcomputer system, evaluation and utilization of software packages for CAI, Data Base and Word Processing uses for the classroom teacher. (Offered occasionally)

EDU 521. COMPUTERS IN EDUCATION II (3 sem. hrs.) Development of the knowledge, skills, and attitudes needed to make microcomputers an integral part of the curriculum; emphasis on CAI, CMI, LOGO, BASIC, problem solving techniques and integration in the curriculum. Prerequisite: EDU 520 or permission of the instructor. (Offered occasionally)

EDU 522. INTRODUCTION TO DATA ANALYSIS (3 sem. hrs.)

Development of the knowledge, skills, and attitudes needed to understand, interpret, and evaluate the quantitative results of educational research studies; emphasis on the meaning and application of graphs, descriptive statistics, and inferential statistics as they are used to solve problems in education. (Fall of odd/even years, summer of odd years, Arrowhead Park: Spring Term II, odd years)

EDU 523. TRENDS IN ELEMENTARY EDUCATION (3 sem. hrs.)

Examination of current trends in curriculum and instruction in selected content taught in the elementary school; emphasis on the major content areas of social studies, language arts, mathematics, and art. Selected content areas will change. Students may register for this course a second or third time when content areas change. (Offered occasionally)

EDU 524. TRENDS IN SECONDARY EDUCATION (3 sem. hrs.)

Examination of current trends in curriculum and instruction in selected content taught in the secondary school; emphasis on the major content areas of social studies, English, mathematics, and humanities. Selected content areas will change. Students may register for this course a second or third time when content areas change. (Offered occasionally)

EDU 525. MULTICULTURAL LITERATURE (3 sem. hrs.) This course is an introduction to the study of multicultural literature for children,

emphasizing the use of multicultural literature as both mirrors and windows through which children might learn more about themselves and others. It will examine the use of multicultural children's literature in early, middle, and AYA classrooms to promote cultural understanding and affirm the value of diversity in a global society. There will be a strong emphasis on the selection of authentic literature that presents an accurate portrayal of various ethnic groups including, but not limited to, African-American, Hispanic, Asian, and native American cultures, as well as diverse lifestyles. Theoretical and historical perspective of multicultural literature, as well as current trends, issues, controversies, and classroom implications will be explored. Open to all graduate students. (Offered occasionally, summer)

EDU 526. ACADEMIC CONTENT STANDARDS (3 sem. hrs.) This course is a survey, analysis and evaluation of the current emphasis on standards in the teaching of mathematics, social studies, reading/language arts and science. Emphasis is placed on the recommendations of the Specialized Professional Associations relative to each content area. Students examine instruction in reference to the Ohio Academic Content Standards and the Ohio model Curricula. (Offered occasionally)

EDU 527. CHILD AND ADOLESCENT DEVELOPMENT (3 sem. hrs.) Examination of the physical, cognitive, and social/emotional development of children and adolescents ages 3-21, covering the licensure areas of early childhood, middle childhood, adolescence to young adult, and multi-age. Emphasis will be on the critical appraisal of developmental theories in terms of research support and educational practice. (Offered occasionally, summer)

EDU 528. MOTIVATION TO ACHIEVE (3 sem. hrs.) Examination of contemporary theories of motivation that are relevant to promoting learning in students within the context of P-12 classrooms and schools. Emphasis will be on the critical appraisal of theories of motivation in terms of research support and educational practice. (Offered occasionally, summer)

EDU 529. CLASSROOM MANAGEMENT (3 sem. hrs.) Effective teaching utilizes curriculum that facilitates learning with strategies and models appropriate for the learner and an environment that maximizes production learning time. Emphasis will be on developing skills to become a reflective practitioner and to implement effective classroom management practices in providing P-12 students with an optimal learning environment. (Offered occasionally, summer)

EDU 530. ASSESSMENT AND EVALUATION IN SCHOOLS (3 sem. hrs.) Examination of principles and procedures of assessment and evaluation used by teachers for the purposes of placement, determining readiness, diagnosis, feedback, grading, and certifying mastery within the context of P12 classrooms and schools. Emphasis will be on the construction, selection, and evaluation of measures of achievement and

aptitude using the criteria of validity, reliability, and usability to inform and improve decision-making. Prerequisites: EDU 500. (Offered occasionally, summer)

EDU 531. TEACHER LEADERSHIP (3 sem. hrs.) The aim of the course is to foster leadership capabilities and skills in teachers and to empower them to be change agents for improving schools in their communities. Emphasis will be on the analysis and evaluation of education leaders as role models, understanding the principles of leadership that are most important in education settings, and applying leadership principles to education problems in schools and communities. (Offered occasionally, summer)

EDU 533. ARCHAEOLOGY FOR EDUCATORS K-12 (3 sem. hrs.) Humanity, and all it entails, expresses itself through the material culture (objects) it produces. Participants in this three semester hour week-long exploration will learn how archaeology unlocks the diversity of past human experiences, and how this can be shared with primary and secondary classes. Participants will discover ways to integrate archaeology into their existing curricula of social science, history, science, math, art, and communication. Educators will be exposed to sample activities to be used in the classroom, as well as receiving first-hand experience in the discovery process, excavating at the Johnson's Island Prisoner of War Depot. This class is designed for elementary and secondary educators. (Summer)

EDU 534. INVESTIGATING A CIVIL WAR PRISON (3 sem. hrs.) Within the Center for Historic and Military Archaeology (CHMA), this week-long summer course in Civil War archaeology is offered at the historic Johnson's Island Prisoner of War Depot site. This course will immerse the participant in the inquiries and investigations conducted at this national historical landmark site. Participants will experience how history comes alive through the scientific processes of excavation and analysis, as well as exploration of diaries and letters of those imprisoned at Johnson's Island. This course is designed for the serious adult student of archaeology (avocation) and primary and secondary teachers. (Summer)

EDU 535. THE EFFECTIVE TEACHER (2 sem. hrs.) Students will learn more about what it means to be an effective teacher. They will hear from effective educators working in K-12 education who have been identified within their districts, and will read, study, and analyze case studies or media presentations to help teachers learn more about their strengths as a teacher and what constitutes "effectiveness" in classrooms and schools. Students will also discuss and reflect on their own successful and less-than-successful experiences in education. (Offered occasionally, summer)

EDU 541. SPECIAL TOPICS (IN EDUCATION) (1-3 sem. hrs.) Examination of current national and regional topics related to curriculum and instruction (e.g., effective schools research, cooperative learning,

testing of teachers, content area studies). Topics will change. Students may register for this course a second or third time when topics change, for a maximum of 9 semester hours. (Offered occasionally, summer)

EDU 550. INDEPENDENT STUDY (1-3 sem. hrs.) An opportunity for students to investigate an area normally not contained in existing courses or to investigate an area in greater depth than is possible in existing courses. The area of investigation need not necessarily to be in the area of certification of the student. Students are to identify the topic and method of investigation. Students are to complete a Learning Contract, clearly specifying the objectives, procedures, and the rationale for independent study. Approval of instructor and the Program Director and Graduate Dean is required in advance of registration deadlines. (Fall, spring, summer)

EDU 560. WORKSHOP (1-3 sem. hrs.) Each workshop will be individually designed with the course description and other pertinent data retained on file in the offices of the Program Director and/or the Registrar. A maximum of 4 semester hours of workshop credit may be applied to the degree. (Offered occasionally, summer)

EDU 590. PRACTICUM IN EDUCATION I (3 sem. hrs.) The culminating course in the program in which the student designs, implements, evaluates and reports on an action research project. Prerequisites: EDU 502 and at least two of the following four required courses - EDU 500, 501, 504 and 522. This course is offered fall semester only. Students will have until August of the following year to complete the course requirements. (Fall only, Arrowhead Park: Fall Term I)

EDU 591. PRACTICUM IN EDUCATION II (1 sem. hr.) After initial enrollment in EDU 590 Practicum in Education (3 sem. hrs.), the student must be continuously enrolled (Fall, Spring, Summer) in EDU 591 Practicum in Education II (1 sem. hr.) Only the initial three semester hours for EDU 590 may count toward the degree. (Fall, spring, summer)

MASTER OF ARTS IN COUNSELING DEGREE PROGRAM

Mission Statement

The Heidelberg College Master of Arts in Counseling program is a 48-hour program designed to meet the academic requirements for those students who are seeking licensure as a Professional Counselor (PC), Professional Clinical Counselor (PCC), or a Professional School Counselor (PSC) in the state of Ohio.

The Master of Arts in Counseling program (MAC) is dedicated to educating, motivating and encouraging students with a grounding in theory and practice in preparation to enter the counseling field in areas that maximizes their unique abilities and interests, and prepares them for future learning and growth. The program is further committed to collaborating with community members including mental health, schools, other agencies, colleagues, and alumni in order to achieve our goals. The program is committed to building and maintaining collaborative relations with members of the community and educational systems by providing them with qualified and exceptional students and graduates.

The Counseling program at Heidelberg College offers a 48-hour Master of Arts degree with three available program concentrations:

- School Counseling
- Community Counseling
- Dual Community/School Licensure

School Counseling Concentration

The School Counseling concentration is designed to meet the academic and field experience requirements for those students who are seeking licensure as a Professional School Counselor (PSC) in the state of Ohio. The major purpose of the Heidelberg College school counselor licensure concentration is to develop in students the knowledge, skills, and attitudes needed to provide appropriate counseling services within the school setting. To qualify for licensure as a Professional School Counselor with the Ohio Department of Education, candidates must have completed at least 48 semester hours of coursework, including 100 hours of Practicum field experience and 600 hours of Internship field experience and must successfully pass the Praxis exam.

A school counselor in the state of Ohio must have been graduated from an approved program of preparation, passed a current BCI check, and have been recommended by the head of teacher education. This individual must have completed an examination prescribed by the State Board of Education and evidenced the education and experience requirements which include:

A Master's degree and 1) two years of successful teaching experience under a provisional or professional teacher license; OR (2) three years experience as a licensed school counselor in another state, OR (3) successful completion of a school counselor induction year.

School counseling licensees then become eligible to be hired as school counselors in K-12 schools in the state of Ohio.

Non-Degree Seeking School Counselor Licensure Endorsement Program (SCLE)

A graduate student who is seeking school counselor licensure but is not seeking admission to the Master of Arts in Counseling Program must apply for admission to the School Counseling Licensure Endorsement Program. The application process for students who already have a Master's degree in counseling and who are transferring from another school will consist of:

- An application form*
- Three letters of recommendation
- Transcripts of graduate work in counseling that meets the 6 calendar year rule
- Personal/professional statement focused on the candidate's desire to become a licensed school counselor

There is no fee for the application and the applications will be maintained in the Graduate Studies Office. School Counseling faculty members will review the application and transcripts. After an evaluation of the candidate's transcripts, candidates may be required to take certain counseling courses. The student may be required to attend an admission interview. A recommendation for admission will be made to the Director of Graduate Studies in Counseling. Students will be notified if they are admitted to the SCLE in a timely fashion. If they are not admitted, they will not be permitted to take courses and they will not, under any circumstances, be endorsed for school counselor licensure.

*The application should be filed prior to taking any coursework as a non-degree student and must be filed by the end of the first semester in which the student is enrolled as a non-degree student. Under no circumstances will a student be allowed to enroll in COU 594 (Practicum in School Counseling) and/or COU 596 and/or COU 597 (Internship in School Counseling I and II) without having been admitted to the school counselor licensure program.

Once admitted to the Endorsement Program students will need to complete an Endorsement Plan of Study which will specify which courses they need to complete prior to receiving endorsement for licensure from Heidelberg College. The Endorsement Plan of Study is an in-house document and does not require authorization beyond the Program Director and School Counseling Coordinator.

A student who has completed his/her Master's degree in community counseling at Heidelberg College and is seeking admission to the School Counselor Licensure Endorsement Program (SCLE) will be required to submit a personal/professional statement of desire to become a school counselor. The student will not be required to seek full admission to the Graduate Studies Program. The School Counseling Coordinator will review the students' paperwork (transcripts and statement) and make a determination related to their Endorsement Plan of Study. These students will finish their coursework for the endorsement program as non-degree seeking students. Upon finishing their courses and passing the Praxis examination, they will be recommended to the Ohio Department of Education for licensure as a school counselor.

Community Counseling Concentration

The Master of Arts in Counseling degree is designed to meet or exceed graduation requirements for those students who are seeking Licensure in the State of Ohio as either Professional School Counselor or Professional Counselor/Professional Clinical Counselor. Students must complete 48 semester hours including the required Foundation and Core courses and electives necessary to reach the minimum 48 semester hours.

The Community Counseling concentration is designed to meet the academic and field experience requirements for those students who are seeking licensure as a Professional Counselor (PC) or Professional Clinical Counselor (PCC) in the state of Ohio. To qualify to take the state counseling licensure examination, students must have completed at least 60 semester hours of coursework, including at least 20 semester hours of clinical coursework, and take at least one course in each of the following 5 clinical areas: (1) clinical psychopathology, personality, and abnormal behavior; (2) evaluation of mental and emotional disorders; (3) diagnosis of mental and emotional disorders; (4) methods of intervention and prevention of mental and emotional disorders; (5) treatment of mental and emotional disorders. Students must also complete a 100 hour Practicum field experience and a 600 hour Internship field experience.

All coursework necessary to complete the 60 hours needed to satisfy Program and Licensing Board requirements to sit for the Professional Counselor Licensure Examination (PCLE) are available through the Graduate Studies in Counseling Program at Heidelberg College.

All 600 level courses are advanced Clinical Endorsement courses and require the necessary prerequisites (see course descriptions).

Dual Community/School Licensure Concentration

The Dual Community/School Licensure concentration is designed to provide students with the necessary academic and field experiences to qualify for licensure both with the Ohio Department of Education as a

Professional School Counselor and with the Ohio Counselor and Social Worker Board as a Professional Counselor.

Each of these concentrations is designed to develop in students the knowledge and skills needed effectively and professionally to provide counseling services to clients within a variety of settings. Skills in interpersonal helping, interaction, communication, and sensitivity acquired in the program are applicable to a variety of professions including education, community social services, business and industry, government, and the ministry.

Candidates seeking a dual licensure concentration must satisfy coursework requirements in both concentration areas, including one counseling Practicum field experience in either school or clinical and two separate 600 hour Internship field experiences in both school and community counseling settings.

Program Objectives

Students will:

1. Understand the developmental, social, and psychological processes that underlie human adjustment and practice of counseling.
2. Understand the impact of cultural, racial, and ethnic variables on counseling relationships and outcomes.
3. Demonstrate research skills needed to evaluate the effectiveness of counseling intervention.
4. Demonstrate knowledge of counseling theories and techniques, both individual and group.
5. Demonstrate knowledge of professional issues and practices such as cross cultural factors, ethics, mental health laws, career and educational information, referral agencies, and other counseling-related services and understand the professional, legal and ethical responsibilities of the counselor.
6. Demonstrate the ability to administer and/or interpret the results of instruments that measure aptitude, cognitive ability, personality, achievement, and interests.
7. Develop an individual philosophy of counseling based upon a consideration of concepts from major counseling theories in concert with their own personality structure and value system.
8. Develop in-depth knowledge of self-selected specialized areas of counseling, such as marital and family, chemical dependency counseling, or school counseling.
9. Apply assessment, counseling, referral and outcome evaluation skills to meet client needs within the field setting and/or student needs within the school setting.

10. Demonstrate the ability to function and perform professionally and competently in a field setting.

Additionally, school counseling and dual community/school licensure students will:

- Have knowledge of administrative procedures and organizational patterns pertaining to guidance programs within the school setting.
- Understand the comprehensive developmental school counseling programs in the total school curriculum.
- Experience the role of the school counselor as they deliver services within the three domains of social/personal, educational, and career counseling.

Application and Admission Requirements for Degree Seeking Students

In order to be considered for admission into the Master in Counseling (MAC) degree program, prospective students must submit each of the following to the Director of Graduate Studies in Counseling.

1. The completed Graduate Studies Application for Admissions form supplied by the Graduate Studies Office.
2. The \$25.00 application fee. (Fee is waived if using the online application form.)
3. Official college transcripts (sealed) submitted directly from the Registrar of all previously attended colleges or universities to Heidelberg reflecting a minimum 2.90 undergraduate GPA on a 4-point scale. (SEE MINIMUM ADMISSION REQUIREMENTS).
4. Three letters of recommendation to be written on forms supplied by the MAC program. The letters must be from professional or academic persons knowledgeable of the applicant's professional experiences and aware that applicant is seeking counseling degree.
5. A two to three page statement of professional goals with biographical information that includes reasons for wanting to enter the program and a statement of personal strengths and weaknesses.
6. Upon receipt of all application materials, and successful completion of no more than 12 hours of coursework, prospective students are interviewed by the Graduate Admissions Committee who will make a recommendation for final admission to the Program Director. Following this interview, the student will receive a written decision regarding their admission status.
7. All students will be held to the catalog requirements in effect at the time first enrolled in coursework in their graduate program.

Revisions to course prerequisites apply to all students regardless of the catalog of admission.

8. A current BCI check.

In the event that the applicant has been convicted of a criminal offense (other than a minor traffic violation), the College will require a separate explanation of circumstances. The Program Director reserves the right to make the final decision with regard to acceptance in the Master of Arts in Counseling Program, and also reserves the right to depart from and/or supplement the admission criteria based upon the best interests of Heidelberg College.

Minimum Admission Requirements

All students enter the Master in Counseling Program as conditional admits. Minimum qualifications for admission include the following:

1. A Bachelor's degree and completion of at least the equivalent of twelve semester hours in the behavioral sciences from an accredited institution. The hours completed in behavioral sciences should include a minimal understanding of research/quantitative methods and abnormal behavior.
2. In cases where the student is judged to be deficient in the specified content areas, the student may be required to successfully complete appropriate undergraduate courses without graduate credit before admission on regular status is granted.
3. A minimum undergraduate GPA of 2.90 on a 4-point scale. Individuals with less than a 2.90 GPA will be required to complete COU 500: Introduction to the Graduate Experience during the first semester of coursework. In addition, they may take no more than 9 semester hours during the first semester. Upon completion of this provisional enrollment semester, continuance of the admissions process will be determined upon certification.
4. Upon certification of the undergraduate degree and receipt of application and fees, students may enroll in classes not to exceed 12 semester hours while completing the admissions process.

Admissions as a Coursework Only Student

Students who do not wish to be admitted to the graduate program, but wish to take courses for credit, will be permitted to do so provided they hold a Bachelor's degree from an accredited institution and complete the non-degree graduate application form. Students with a Bachelor's degree are only allowed to take up to 12 semester hours without being formally admitted to a degree program, and still have the hours count towards a

Master's Degree in Counseling, if approved by the Program Director.

Under no circumstance shall a student who wishes to transfer from "Coursework Only" status to program status be allowed to apply more than 12 semester hours of credit toward the Master's degree. Students who enter with a Master's Degree in Counseling may take courses toward licensure. Both categories of students must follow the prescribed application process. "Coursework Only" students will complete steps 1, 2, and 3 in the admissions requirements.

Orientation

New student orientation meetings are held once a year in the fall. In order to reach new and continuing students and faculty, the meeting is scheduled on the Saturday prior to the beginning of the semester. Orientation aims to:

- Provide new and continuing students with information about the MAC program and Heidelberg College
- Discuss the importance of seeing their advisor and completing a degree plan
- Introduce students to the MAC faculty, coursework, registration, financial aid, bookstore, library, and miscellaneous college-supported resources
- Distribute the current Graduate Catalog and review the MAC website
- Keep students current with changes in Ohio laws and ethical codes

The State of Ohio Counselor and Social Worker Licensing Board will not accept a grade of less than a B for any course in a program toward licensure.

Graduation Requirements

Comprehensive Examination

The comprehensive examination is intended to be a culmination experience of one's graduate program. Comprehensive examinations will be offered in January for May graduation, May for August graduation, and September for December graduation of each year. Students must submit a signed copy of the Request for Comprehensive Examination the semester before the scheduled examination. Specific due dates and the actual request forms are located on the MAC website. Candidates will not be considered for graduation until they have passed the comprehensive examination.

If students successfully pass their PRAXIS or clinical state licensure examination prior to graduation, their comprehensive examination is waived, e.g., MAC will accept the passing test scores from either of these two exams in place of the MAC Comprehensive Examination.

Multiple Choice Exam

Students will take a 200 question multiple choice exam. This exam is designed to evaluate students on their accrued knowledge covering the core CACREP areas. The exam is also modeled after licensure exams used in the state of Ohio. *To pass the multiple-choice examination, it is necessary to earn a minimum score of 70%.*

NOTE

It is the student's responsibility to submit a request form for the examination no later than the last day of the previous semester. Students who fail the examination have 30 days to retake it. If a student fails the exam a second time, he/she may not retake it until the next offering. If a student fails the exam a third time, he/she may be dropped from the MAC program or required to retake courses at the discretion of the Program Director. Students who entered the program prior to fall 2003, are exempt from the comprehensive examination.

Evaluation of Graduate Students' Non-Academic Performance in the Graduate Counseling Program

The unique nature of programs in counselor preparation requires the teaching faculty to consider both the student's academic (e.g., course grades) as well as non-academic (e.g., interpersonal skills, ethical behavior) performance when evaluating the professional competence of students. As faculty, we take seriously our professional obligations to mentor all students admitted into our program and to provide assistance and support as required to facilitate their professional development and ultimate graduation from the program.

We also have an obligation to maintain professional standards, which require regular and ongoing evaluation of all students in accordance with the Code of Ethics and Standards of Practice of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). Through on-going evaluation and appraisal, graduate faculty are aware of the academic and personal limitations of students/supervisees that might impede performance. Graduate faculty assist students/supervisees in securing remedial assistance when needed and must dismiss from the training program students/supervisees who are unable to provide competent services due to academic or personal limitations. Graduate faculty seek professional consultation and documents their decisions to dismiss or refer their students/supervisees for assistance. Graduate faculty assure that students have recourse to address decisions made to require them to seek assistance or to dismiss them (ACA Ethics Code). At the end of each semester, faculty instructors will evaluate each student in their classes.

Students enrolled in Heidelberg's MAC program are responsible for meeting all academic requirements outlined in other sections of this document. Specifically,

1. Students must adhere to the ethical and professional standards of the American Counseling Association as outlined in the **American Counseling Association Code of Ethics and Standards of Practice and the American School Counselor Association**.
2. Students must demonstrate functional competence in fulfilling professional tasks and duties of the profession (ACA Standard of Practice Forty One).

All faculty members will review the progress of all students each semester. Students who fail to make satisfactory progress, evidence signs of impairment, or engage in inappropriate behavior face the possibility of dismissal from the program. Students will be reviewed based upon the characteristics listed on the **Personal Characteristics Review Form** (see page 46). Student forms are discussed on a semester basis among the full faculty at a Student Review Committee Meeting. If a student's cooperative,

comprehensive, or professional disposition categories are found lacking as rated on the scale as 2 or below, the following process will be followed:

- a. The student is presented in writing with a copy of the Personal Characteristics Review Form and the professor's comments. A copy of the form is also given to the full faculty and discussed in the next student review meeting. After the faculty discussion, the student and the professor will also meet to discuss the contents of the form and any recommended remediation deemed appropriate, inclusive of a timetable for compliance and a notice of consequences for noncompliance.
- b. If a student receives more than one Review Form during any one semester, the student will be required to meet with his/ her academic advisor to discuss remediation or possible reconsideration of continuation in the program. A copy of the forms and any action taken will be given to the student and placed in the student's file.
- c. If a student receives three Review Forms or more during his/ her program, the student will be required to meet with his/her advisor and two other faculty members to discuss reconsideration of continuation in the counseling program. If the Committee determines that the student's personal or professional behavior is inappropriate to the field of counseling, and that such behavior(s) may be detrimental in working with others, the student may be dismissed from the program.

Recommendations may also include any of the following:

1. take no further action;
2. allow the student to continue in the program but recommend a remediation plan, including goals and time frame;
3. initiate a leave of absence for the student with the possibility of return after a successful completion of a remediation plan;
4. dismissal from the program.

If a student disagrees with the Review Committee's recommendation, the student may request a hearing to present his or her point of view. This meeting will be convened by the Program Director. Within one week following the hearing, the student will receive written notification of the decision. After receiving written notification, the student may request an appeal within 14 days to the Dean of Graduate Studies.

Heidelberg College - Graduate Counseling Program Personal Characteristics Review Form

Course Number/Title: _____ Semester/Year: _____

Student Name: _____

Instructor Signature: _____ Date: _____

PLEASE EVALUATE EACH CANDIDATE IN YOUR COURSE. Your feedback regarding candidate commitment to the dispositions is essential to their professional development as emerging counselors. If needed, please provide your comments and support them with behavioral observations. Provide rationale for ratings of 2 or below in comments section. Please assess the candidate's competence in each disposition category by circling the number that corresponds to the appropriate point on the five-point scale, add each category and total your responses.

(1)-Unacceptable	(2)- Below average	(3)- Average	(4)- Above Average	(5)- Excellent	
Cooperative Disposition:	1	2	3	4	5

(Collaborates with others, accepts responsibility, aware of impact on others, appropriately deal with conflict, and open to discussion and implementation of feedback)

Comments:

Comprehensive Disposition:	1	2	3	4	5
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(Effectively demonstrates respect, empathy, openness, flexibility, and positive attitude)

Comments:

Professional Disposition:	1	2	3	4	5
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(Follows codes of ethics, demonstrates respect, promotes excellence in self and others, and demonstrates multicultural competence)

Comments:

TOTAL _____/15

Curriculum for Master's in Counseling Programs

All students seeking the MA in Counseling degree must complete the following courses and field experience. A minimum of 48 semester hours is required for the MAC degree.

Community Counseling Concentration

Foundation Courses (Must be taken as first four courses)		Semester Hours
COU 503	Human Growth and Development	3
COU 505	Techniques in Counseling	4
COU 506	Theories in Counseling	3
COU 509	Philosophy and History of Counseling	2

Core Courses

COU 508	Group Processes in Counseling	3
COU 510	Assessment and Appraisal	3
COU 511	Applied Research and Quantitative Methods	3
COU 518	Career Planning and Vocational Guidance	3
COU 532	Professional Issues in Counseling: Legal and Ethical	3
COU 537	Social Foundations in Cross-Cultural Counseling	3

Electives (6 hrs of electives)

COU 521	Counseling Youth at Risk	3
COU 545	Seminar: Current Issues in Counseling	1-3
COU 550	Independent Study	1-4

(600-level courses may also be used as elective coursework, provided pre-requisites have been met.)

Required Courses and Field Experience

COU 609	Diagnosis of Mental & Emotional Disorders	3
COU 580	Supervised Counseling Practicum	3
COU 581	Supervised Counseling Internship I	3
COU 582	Supervised Counseling Internship II	3

School Counseling Concentration

Foundation Courses (Must be taken as first four courses)		Semester Hours
COU 503	Human Growth and Development	3
COU 505	Techniques in Counseling	4
COU 506	Theories in Counseling	3
COU 509	Philosophy and History of Counseling	2

Core Courses

COU 508	Group Processes in Counseling	3
COU 510	Assessment and Appraisal	3
COU 511	Applied Research and Quantitative Methods	3
COU 518	Career Planning and Vocational Guidance	3
COU 532	Professional Issues in Counseling: Legal and Ethical	3
COU 537	Social Foundations in Cross-Cultural Counseling	3

Electives (3 hrs of electives)

COU 520	Elementary and Middle School Counseling	3
COU 521	Counseling Youth at Risk	3
COU 545	Seminar: Current Issues in Counseling	1-3
COU 550	Independent Study	1-4

(600-level courses may also be used as elective coursework, provided pre-requisites have been met.)

Required Courses and Field Experience

COU 519	Organization and Administration of School Guidance	3
COU 522	Counseling Children and Adolescents	3
COU 594	Supervised Counseling Practicum	3
COU 596	Supervised Counseling Internship I	3
COU 597	Supervised Counseling Internship II	3

Dual Community/School Concentrations

Foundation Courses (Must be taken as first four courses)		Semester Hours
COU 503	Human Growth and Development	3
COU 505	Techniques in Counseling	4
COU 506	Theories in Counseling	3
COU 509	Philosophy and History of Counseling	2

Core Courses

COU 508	Group Processes in Counseling	3
COU 510	Assessment and Appraisal	3
COU 511	Applied Research and Quantitative Methods	3
COU 518	Career Planning and Vocational Guidance	3
COU 532	Professional Issues in Counseling: Legal and Ethical	3
COU 537	Social Foundations in Cross-Cultural Counseling	3

Electives (3 hrs of electives)

COU 520	Elementary and Middle School Counseling	3
COU 521	Counseling Youth at Risk	3
COU 545	Seminar: Current Issues in Counseling	1-3
COU 550	Independent Study	1-4

(600-level courses may also be used as elective coursework, provided pre-requisites have been met.)

Required Courses and Field Experience

COU 519	Organization and Administration of School Guidance	3
COU 522	Counseling Children and Adolescents	3
COU 609	Diagnosis of Mental & Emotional Disorders	3
COU 580	or	
COU 594	Supervised Counseling Practicum	3
COU 581	Supervised Counseling Internship I	3
COU 582	Supervised Counseling Internship II	3
COU 596	Supervised Counseling Internship I	3
COU 597	Supervised Counseling Internship II	3

Dual School/Community Licensure Courses

Students seeking the dual school/community counseling option must complete the 60 semester hours of clinical coursework and field experiences required for licensure by the Ohio Counselor, Social Worker, and Marriage/Family Therapy Board **and** the courses listed in the School Counseling Licensure Program and field experiences required by the Ohio Department of Education. Students completing the Dual School/Community Licensure program must consult with their Academic Advisor to develop a specific plan geared toward their individual needs.

PC/PCC Clinical Community Counseling Courses

Clinical Endorsement Courses (20 semester hours required to qualify to test for PC/PCC licensure)

COU 609	Diagnosis of Mental & Emotional Disorders (Area #3)	3
COU 610	Psychopathology, Personality & Abnormal Behavior (Area #1)	3
COU 620	Evaluation of Mental & Emotional Status (Area #2)	3
COU 636	Marital & Family Counseling (Area #4)	3
COU 637	Chemical Dependency & Substance Abuse (Area #4)	3
COU 639	Psychopharmacology for Counselors (Area #4)	3
COU 640	Clinical Seminar in Methods of Intervention & Prevention (Area #4)	3
COU 652	Training in Consultation (Area #5)	3
COU 653	Clinical Supervision (Area #5)	3
COU 660	Advanced Supervised Clinical Internship (Area #5)	1-5

Students must take a total of at least 45 semester hours in order to qualify to sit for the Praxis II exam for Professional School Counselor licensure or 60 semester hours in order to qualify to sit for the PC/PCC licensure examination (PCLE).

To qualify to take the PCLE examination, students must have at least 20 semester hours of clinical coursework including at least one course in each of the following 5 clinical areas: (1) clinical psychopathology, personality, and abnormal behavior; (2) evaluation of mental and emotional disorders;

(3) diagnosis of mental and emotional disorders; (4) methods of intervention and prevention of mental and emotional disorders and (5) treatment of mental and emotional disorders.

Off-Campus Program @ Arrowhead Park in Maumee

The Counseling department also offers off-campus courses leading to its Master of Arts degree in Counseling. Twenty-four credit hours may be taken off-campus at our Arrowhead Park facility in Maumee, but the remaining twenty-four credit hours must be taken through our main campus in Tiffin. Transfer credit hours are considered as part of the 24 hour off-campus course load.

COUNSELING COURSE DESCRIPTIONS

COU 500. INTRODUCTION TO THE GRADUATE EXPERIENCE

(2 sem. hrs.) This class is an exploration and examination of the graduate school experience. Intended for students pending formal admission into the Graduate Studies in Counseling program, it will focus on issues that are pertinent to the professional field of counseling. Particular emphasis will be placed on writing practices appropriate for the graduate level. This course is designed to develop and enhance critical thinking skills necessary to be successful in a graduate counseling program. Particular emphasis will be placed on writing in APA style. This course will not satisfy any degree requirements. (Fall and spring)

COU 503. HUMAN GROWTH AND DEVELOPMENT (3 sem. hrs.)

Study of physiological, familial, cultural and societal factors affecting the psychological development of the individual. Development of knowledge, skills, and attitudes needed for modifying instruction, curriculum and counseling techniques to accommodate variability in intelligence, personality, cultural background, learning style and cognitive levels. Normal and abnormal development and behavior will be examined within the context of learning theory and personality theory. (Must be taken as one of first four courses.) (Fall, spring, summer)

COU 505. TECHNIQUES OF COUNSELING (4 sem. hrs.)

The focus of this course will be the integration of counseling theory into practice. Students will be introduced to techniques, skills, and interventions of counseling applied to a variety of human problems. Using a seminar format inclusive of didactic and experiential learning, students will learn essential interviewing and counseling skills/techniques necessary to become effective counselors within a multicultural society. Students will also begin the process of developing a personal philosophy of counseling. Students will receive instruction on the development of a therapeutic relationship, establishment of appropriate counseling goals, intervention strategies design, client outcomes evaluation, and appropriate termination of the counselor-client relationship. A significant portion of the course uses simulated counseling experiences in the Counseling Laboratory where students are videotaped, observed and given supervision. Course **MUST** be taken as one of the first four courses at the main campus only. (Fall and spring)

COU 506. THEORIES OF COUNSELING (3 sem. hrs.)

An introductory level course designed to introduce students to typical counseling approaches, and philosophic bases of the helping relationship. Additionally, students will survey the various counseling practices and techniques, receive an orientation to counseling as a profession, and review some of the special problems confronting counselors. (Must be taken as one of first four courses) (Fall and spring)

COU 508. GROUP PROCESSES IN COUNSELING (3 sem. hrs.) Study of the psychological dynamics of small groups, including the stages of group development and variables which affect leader effectiveness; practice with a variety of active group techniques. Emphasis on the development of effective counseling practices in a variety of small group settings. (Prerequisites: COU 505, 506, 509) (Fall, Spring, Summer)

COU 509. PHILOSOPHY AND HISTORY OF COUNSELING (2 sem. hrs.) This course will provide an understanding of all aspects of professional counseling including history, roles, organizational structures, ethics, standards, and credentialing. The course will be offered each semester. (Must be taken during first term) (Fall, spring, summer)

COU 510. ASSESSMENT AND APPRAISAL (3 sem. hrs.) Development of knowledge and skills needed for effective client appraisal. Emphasis is on learning how to gather data and make interpretations of individuals, groups, and case studies. Emphasis will be on sensitizing the student to individual differences in gender, culture, ethnicity, and environmental factors that affect test results. (Fall and summer)

COU 511. APPLIED RESEARCH AND QUANTITATIVE METHODS (3 sem. hrs.) Development of knowledge and skills needed to conduct research and evaluation studies of applied social science problems; emphasis on measurement, research designs and strategies, descriptive and inferential statistical analysis and computer applications. (Fall and summer)

COU 518. CAREER PLANNING AND VOCATIONAL GUIDANCE (3 sem. hrs.) Development of knowledge and skills to facilitate career exploration, vocational planning, and decision-making processes of students and clients; emphasis on vocational appraisal, as well as on occupational information and referral. The relationship between career choice and lifestyle preferences will be examined. (Fall, Spring, Summer)

COU 519. ORGANIZATION AND ADMINISTRATION OF SCHOOL COUNSELING PROGRAM (3 sem. hrs.) This course will provide an understanding of the organization and administration of a developmental comprehensive school counseling program; grades K-12. Attention will be given to role of the school counselor, the three domains of counseling, and the corresponding student competencies. (Fall only)

COU 520. ELEMENTARY AND MIDDLE SCHOOL COUNSELING (3 sem. hrs.) This course is designed with a seminar/discussion focus where students will be exposed to the varied roles, duties, issues, and programs implemented by elementary and middle school counselors. This course will cover comprehensive and developmental guidance and counseling, ASCA national standards, and various topics from both texts pertinent to elementary and middle school counseling. A field experience and interview component is also utilized to expose students to the realities of school counseling. (Summer and as scheduled)

COU 521. COUNSELING YOUTH AT RISK (3 sem. hrs.) This course is a didactic and experiential course that focuses on the changing needs and challenges of today's children and adolescents. The course will provide information related to prevention, intervention, treatment, and support for working with a broad category of children and adolescents at risk. Emphasis is placed on accurately defining youth at risk, expanding students' knowledge of the various risk factors and forms of risk, expanding professional resources, and developing prevention and intervention strategies. (Summer and as scheduled)

COU 522. COUNSELING CHILDREN AND ADOLESCENTS (3 sem. hrs.) Development of knowledge and skills needed for effective counseling of children and adolescent problems, including assessment techniques, major intervention strategies and establishment and maintenance of rapport. Problems commonly experienced by children and adolescents will be explored. Developmental theory specific strategies and techniques such as play, bibliotherapy, brief solution focused therapy, art therapy, music therapy, group design, and the creative arts will be applied to the context of counseling children. Emphasis will be placed on understanding culturally and ethnically diverse children, adolescents and their families. Special emphasis will be placed on working with children and adolescents within an educational setting. (Fall, spring and summer)

COU 532. PROFESSIONAL ISSUES IN COUNSELING: LEGAL AND ETHICAL (3 sem. hrs.) Study of ethical, legal and multicultural issues relevant to the counseling profession. Consideration of the many races, cultures and ethnic groups of American society and their relationship to the counseling process; special emphasis on human relation skills and the impact of ethnocentrism, racism and sexism. (Prerequisites 503, 505, 506, 509) (Fall, Spring)

COU 537. SOCIAL FOUNDATION IN CROSS-CULTURAL COUNSELING (3 sem. hrs.) Development of the background knowledge and techniques to work more effectively with culturally diverse populations. Students will learn ways to apply cross-cultural theory and will achieve a basic mastery of the skills and techniques appropriate for their work settings as counselors. Beliefs, values, and the impact of cultural differences upon the assumptions underlying counseling theories and therapy will be explored. A 16-hour Service Learning field experience is required. (Prerequisites 503, 505, 506, 508, 509, 510, 511, 518, 532) (Fall and Summer)

COU 545. SEMINAR: CURRENT ISSUES IN COUNSELING (1-3 sem. hrs.) A seminar experience in which selected topics of current or emerging interest, controversy or research study are examined and discussed. Topics will change. (Fall, spring, summer)

COU 550. INDEPENDENT STUDY (1-3 sem. hrs.) An opportunity for students to investigate an area normally not contained in existing courses

or to investigate an area in greater depth than is possible in existing courses. The areas of investigation need not necessarily be in the area of certification of the student. Students are to identify the topic, method of investigation. Students are to complete a Learning Contract, clearly specifying the objectives, procedures, and the rationale for independent study. Approval of instructor and the appropriate director or dean is required in advance of registration deadlines. (Prerequisite: COU 503, 505, 506, 508, 509, 510, 511, 518, 532, 537 and approval of Program Director) (Fall, spring, and summer)

COU 580. SUPERVISED COUNSELING PRACTICUM (3 sem. hrs.) Individual and group counseling skills will be developed under supervision. Students will be afforded the opportunity to perform on a limited basis, and under supervision, some of the activities that a regularly employed staff member in the setting would be expected to perform. Students will also meet on a weekly basis for supervision with a regular program faculty member supervisor or a supervisor working under the supervision of a program faculty member. Counseling skills will be critiqued through the use of live and/or taped observations in the classroom. One hundred contact hours of individual and group counseling skills will be developed under clinical supervision. (Prerequisites: All foundation and core courses plus COU 609) (Fall, spring, and summer)

COU 581. SUPERVISED COUNSELING INTERNSHIP I (1-3 sem. hrs.) Counseling is carried out in an agency or human services setting under on-site supervision by a professional clinical counselor with supervision designation. In class, emphasis will be upon examining and developing counseling skills and interventions and upon professional development. Counseling skills will be critiqued through the use of live and/or taped observations in class and in the field. (Prerequisite: COU 580) (Fall, spring, and summer)

COU 582. SUPERVISED COUNSELING INTERNSHIP II (1-3 sem. hrs.) An advanced practice and application of clinical counseling principles with clients in an agency or human services setting under supervision and related class experiences. (Prerequisite: COU 581) (Fall, spring, and summer)

COU 594. PRACTICUM IN SCHOOL COUNSELING (3 sem. hrs.) Students will complete a practicum involving guidance and counseling activities in a school setting. The student will complete a minimum of 100 contact hours (40 hours of direct service with clients, including experience in individual counseling and group work) under the direct supervision of a licensed/certified school counselor in a site acceptable to the student, the cooperating school personnel, and the Heidelberg supervisor. (Prerequisites: All foundation and core courses plus COU 519 and COU 522) (Fall, spring, and summer)

COU 596. INTERNSHIP IN SCHOOL COUNSELING I (1-3 sem. hrs.) This capstone field experience provides an opportunity for students to receive on-the-job training and experience in an approved school setting, under the supervision of a certified/licensed school counselor. Internship I allows for the initial accumulation of a total of 300 clock hours (120 clock hours of direct service) of the 600 total clock hours of internship required for state licensure. It includes a variety of activities that a regularly employed school counselor would be expected to perform. COU 596 may be taken for 1-3 variable hours up to three times. See a detailed description of Standards of Practice at the end of the course descriptions. (Prerequisites: COU 522 and COU 594) (Fall and spring)

COU 597. INTERNSHIP IN SCHOOL COUNSELING II (1-3 sem. hrs.) This capstone field experience provides an opportunity for students to receive on-the-job training and experience in an approved school setting, under the supervision of a certified/licensed school counselor. Internship II allows for the completion of 300 clock hours (120 clock hours of direct service) of the 600 total clock hours of internship required for state licensure. It includes, but is not limited to, individual counseling, group work, developmental classroom guidance, IEP meetings, parent meetings, and consultation. COU 597 may be taken for variable hours up to three times. See a detailed description of Standards of Practice at the end of the course descriptions. (Prerequisite: COU 596) (Fall and spring)

Clinical Endorsement Courses

(May be used as electives for the MAC degree provided prerequisites have been met.)

COU 609. DIAGNOSIS OF MENTAL AND EMOTIONAL DISORDERS (3 sem. hrs.) A study intended to acquaint the future counselor with the symptomatology for the most common psychopathologies and prepare the counselor to comply with institutional and health insurance requirements for classification of patients according to the DSM IV-TR of the American Psychiatric Association. Special emphasis on differential diagnosis and acquaintance with associated disorders of the primary diagnoses in the multi-axial system via case studies. (Prerequisites: COU 503, 505, 506, 509, 510, and 532.) (Spring only)

COU 610. PSYCHOPATHOLOGY, PERSONALITY, AND ABNORMAL BEHAVIOR (3 sem. hrs.) Examination of the field of abnormal behavior with emphasis on psychopathological conditions throughout the life-cycle. Personality theories and counseling approaches will be matched with appropriate psychopathologies. Students will be able to provide rationale and cite research which supports their choice of a particular intervention for use with a given problem area, population, age group, or cultural group. (Prerequisites: Core courses plus COU 609) (Fall)

COU 620. EVALUATION OF MENTAL AND EMOTIONAL STATUS (3 sem. hrs.) Students will be guided in using assessment procedures to diagnose and plan treatment. Focus will be on the administration, scoring, interpretation, and write up of individual and group standardized tests of mental ability, personality, interest, achievement, and aptitude. Special emphasis will be given to use of psychoeducational tests for the purpose of evaluating mental and emotional disorders. (Prerequisites: Core classes plus COU 609, COU 610) (Spring only)

COU 636. MARITAL AND FAMILY COUNSELING (3 sem. hrs.) Development of knowledge and skills needed for effective counseling of marital and family problems, including assessment techniques, major intervention strategies and establishment and maintenance of rapport. Role of communication patterns, behavioral contingencies, cognitive and effective processes in the functioning of family and marital relationships. (Prerequisites: Foundation courses) (Fall only)

COU 637. CHEMICAL DEPENDENCY & SUBSTANCE ABUSE (3 sem. hrs.) A consideration of the disease concept of chemical dependency, including the psychological dynamics and family patterns associated with chemical dependency, recognition of symptoms including current approaches to treatment and intervention. (Prerequisites: Foundation courses plus COU 532) (Fall only)

COU 639. PSYCHOPHARMACOLOGY FOR COUNSELORS (3 sem. hrs.) Study of the effects of psychoactive chemicals on neurochemical, neurophysiological, behavioral and mental processes. A consideration of the disease model of mental illness and the role of the counselor in treatment of medicated clients and consultation with physicians. (Prerequisites: Core course, COU 609 and COU 610) (Spring only)

COU 640. CLINICAL SEMINAR IN METHODS OF INTERVENTION AND PREVENTION (3 sem. hrs.) Seminar on the theory and application of clinical counseling procedures (e.g., crisis intervention, grief counseling, cognitive therapy) with special problems. Topics will change. Emphasis is on the behavioral/psychological methods of intervention to provide a working familiarity with contemporary psychotherapies and their application to specific clinical situations. Application of psychotherapeutic methods will be explored within the context of serving diverse populations including culturally different, children, substance abusers, elderly, sexual problems, physically and mental disabled, terminally ill, and gay clients. Crisis situations, marriage and family problems, rehabilitation, and child abuse as they relate to intervention and prevention of emotional and mental disorders will be covered in the various seminars. (Prerequisites: Foundation courses, COU 532) (Spring and summer)

COU 652. TRAINING IN CONSULTATION FOR COUNSELORS (3 sem. hrs.) Students receive guidance in learning to provide consultation

services to mental health agencies, hospitals, institutions of higher education, and the community at large. Special attention will be given to legal and ethical practices as defined by both state law and the ACA ethical guidelines. (Prerequisites: Core Courses). (Spring)

COU 653. CLINICAL SUPERVISION (3 sem. hrs.) Students will gain knowledge in providing clinical supervision counselors. This course may also include experience through review of video/audio client tapes, sitting in on simulated case conferences, providing feedback to counselor trainees, and by reviewing documents written by counselor trainees (intakes, treatment plans, progress notes, and termination summaries). The instructor will supervise any supervisory work done by students. Special attention will be given to legal and ethical practices as defined by both state law and the ACES ethical guidelines. (Prerequisites: Core Courses and COU 581). (Fall and Spring)

COU 660. ADVANCED SUPERVISED CLINICAL INTERNSHIP (1-5 sem. hrs.) A post internship experience focused on further development and application of clinical counseling principles in agency or human services setting under supervision plus related class experiences. Students will design a program of study specific to their area of interest which will further develop clinical skills through continued supervised practice of counseling and/or research and development of applied clinical programs appropriate to the mental health setting. This course may be used to continue counselor-in-training status provided it is taken prior to completion of the MAC degree. (Prerequisites: COU 582 for community counseling; COU 596 for school counseling; COU 582 and 596 for dual licensure) (Fall, spring, and summer)

COU 581, 582. SUPERVISED COUNSELING INTERNSHIP I & II The purpose of the internship is to allow counseling students to apply basic knowledge, skills, and professional values to actual practice settings specific to their emphasis in the community. Internship students are expected to ground their clinical work in theory and to be able to discuss their work accordingly. The on-site work experience provides an opportunity to integrate theory and practice. The internship is a reciprocal arrangement: students exchange their work in return for on-the-job training and experience in the field. The end result is ultimately the promotion of professional development, integration of skills, theoretical knowledge, and reinforcement of competence. The internship program is designed to give the counselor-in-training a sense of professional identity. The counseling setting, the interaction of staff and clients, the realities and responsibilities of the helping process, and the conscious application of ethical principles combine to promote the personal knowledge and commitment to enter the field of counseling. As with practicum, students are required to carry professional liability insurance prior to participating in internship experience. Some internship sites require this of interns and the program views this as an important part of professional development. Student

members of the American Counseling Association are eligible for quality, low cost liability insurance.

The Supervised Internship in Counseling for the Master of Arts Program at Heidelberg College has been developed to prepare professional counselors and has been designed to meet or exceed educational and licensure requirements and standards in the state of Ohio.

Internship Eligibility

Students must complete a supervised internship (COU 581,582) of 600 clock hours. Successful completion of practicum is a prerequisite. Additionally, the following prerequisite courses must be completed prior to admission to internship: Theories of Counseling (COU 506), Techniques of Counseling (COU 505), Group Process in Counseling (COU 508), Assessment and Appraisal (COU 510), Professional Issues, Legal and Ethical (COU 532), Social Foundations in Cross-Cultural Counseling (COU 537), and Diagnosis of Mental and Emotional Disorders (COU 609).

Students are strongly encouraged to have completed the majority of their coursework prior to internship. Internship is best taken at the end of the student's program. Students must have their internship site/plan approved by the Clinical Coordinator prior to registration.

Internship Content:

Supervised Clinical Internship I & II are academic courses which focus on the clinical application of counseling theories and techniques. Weekly class meetings consist of discussion of readings, micro lectures, role-plays, and discussion of cases and/or site related issues. Additionally, the internship experience includes the following:

1. a minimum of 40% (not less than 240 hours) of clock hours to be direct service work with mental health clientele including opportunities for assessment and diagnosis;
2. a minimum of one hour per week of individual supervision with on-site supervisor (Professional Clinical Counselor w/Supervision designation);
3. a minimum of one and one-half hours per week of group supervision on campus in a classroom setting that counts towards the total internship hours;
4. opportunities for the student to become familiar with a variety of professional activities other than direct service (e.g. interactions with colleagues, participation in staff meetings, documentation, etc.);
5. opportunities for audio and/or video tape recording of counselor-client interactions for use in supervision (**potential sites which do not allow this practice will not be approved as they are**

considered inadequate for training purposes);

6. opportunities for the student to gain knowledge and experience through client contact and supervision in the use of professional tools and resources such as assessment instruments, computer systems, and print and non-print media, as well as the professional research and theory literature;
7. a formal evaluation of the student's performance during the internship by the program faculty member in concert with the site supervisor.

Accumulation of Supervision Hours

While it is possible to accumulate more than 300 hours in Internship I, we discourage students from doing so. Although an intern may accumulate more than 350 hours prior to beginning COU 582, students enrolled in COU 582 are still expected to complete at least 250 hours.

Once COU 582 students have completed 600 hours, they are still required to attend class and to appropriately participate in activities outlined in the syllabus. Students who continue to work at their internship during college breaks (Spring break, Christmas holiday, etc.,) are allowed to carry over a maximum of 50 hours into COU 582.

Site Supervision

A site supervisor must meet the following criteria as mandated by the OCSWB:

1. a minimum of a Master's degree in counseling or a closely related field;
2. a Licensed Professional Clinical Counselor (PCC) with Supervision Designation; and
3. knowledge of Heidelberg's expectations, requirements, and evaluation procedures for students.

Establishing an Internship/Site Relationship:

Students may choose to complete their 600 hours of internships at no more than two sites and in two or four semesters. Students must register for at least 2 credits of internship per semester by enrolling in COU 581 or COU 582 as appropriate and approved by the Clinical Coordinator. Students select internship sites with approval of the Clinical Coordinator. Although some students may work for agencies that might serve as internship sites, students are discouraged strongly from using their workplace for internship. The Clinical Coordinator will consider student proposals for workplace internship sites on a case by case basis.

Students are encouraged to begin thinking about practicum and internship early in their training program. Any questions should be addressed with the Clinical Coordinator.

Standards of Practice: School Practicum and Internships

In both Practicum and Internship experiences in school counseling, students complete field experiences that are designed to help them integrate the knowledge and skills which they have learned in their core and foundation classes. Students will begin to crystallize their professional identity, polish their counseling skills, obtain invaluable information related to the varied roles of a professional school counselor, and provide highly skilled service to the school(s) where they will work. In these experiences, students are expected to act in an ethical manner, complete all assignments expected for the course, attend supervision classes on the main campus, and work to learn and grow as much as possible. Both of these supervised experiences have been developed to prepare professional school counselors to work within a school setting, and they are designed to meet or exceed educational and licensure requirements in the state of Ohio and CACREP.

For both the Practicum and Internship, students are required to obtain professional liability insurance and verify updated BCI status prior to participating in their field experiences. This liability insurance can be obtained through a variety of professional organizations including American Counseling Association (ACA), American School of Counselor Association (ASCA), or the state affiliates of these associations.

COU 594 – Practicum and COU 596, 597 – Internship I and II Eligibility

To be eligible for Practicum or Internships, students must complete all requirements as indicated in the Graduate Catalog. Specific and detailed information is provided in the Policies and Procedures Manual for Practicum and Internships located on the MAC website. Additionally hard copies are also available in the Graduate Office. Summatively, the following points must be followed:

1. Students must have their practicum and internship sites/plans preapproved by the Program Director one semester prior to registration. Students should locate a practicum and internship site that reflects their career goals and they should interview as well as be interviewed by school personnel to make sure that the site and the site supervisor can provide the type of experience determined by CACREP and Heidelberg College's Graduate Studies in Counseling. Samples of interview questions are provided on our website. While you are asked to make an initial contact with a possible on-site school counselor, this site is subject to approval by the Heidelberg Graduate Counseling department. When you have this initial contact with the school personnel, you should conduct yourself as you would seeking employment or being interviewed for a job. School personnel do have the authority to approve or disapprove of your placement!

2. The Preapproval Form for practicum/internship must be completed by the student, signed by the proposed site supervisor, and submitted by midterm of the semester prior to enrollment. Preapproval forms are available in the MAC office or via the website. Students will need to submit another application for the second semester in the practicum/internship sequence **if they are working at a different site or have a different supervisor.**
3. Students must provide proof of current liability insurance and documentation of active supervisor's Ohio license/certification must also be attached to the Preapproval Form.
4. Prior to registration, notification of placement approval will be mailed to you by the Program Director of MAC. Authorization is required prior to registering for COU 594, COU 596, or COU 597.

School Counseling Practicum and Internship Content

The school counseling Practicum and Internship are courses that focus on the application of knowledge and skills applicable to school counseling. Practicum experiences, as defined by CACREP, are supervised clinical experiences in which the student develops basic counseling skills and integrates professional knowledge. The Internship experience, as defined by CACREP, is a "postpracticum, supervised 'capstone' clinical experience in which the student refines and enhances basic counseling or student development knowledge, skills, and integrates and authenticates professional knowledge and skills appropriate to the student's program."

Supervision

Weekly class meetings are required in both Practicum and Internship. These meetings include: case conceptualization, discussion of site related issues, lectures, dissemination of professional information (professional organizations, licensure tests, etc.), and role playing in the Counseling Laboratory. In addition, the Practicum and Internship experiences include:

1. For Practicum, 100 contact hours are required. A minimum of 40 of these clock hours need to be direct counseling service with students, parents, or consultation with teachers relative to a student concern. **Direct service is defined as time spent working with students.** Direct hours are hours completed within a school setting under the direct supervision of an approved site supervisor.
2. For Internship, 600 total contact hours are required to occur in a school counseling setting. A minimum of 240 of these clock hours need to be direct counseling service with students, parents, or consultation with teachers relative to a student concern. **Direct service is defined as time spent working with students.** Direct

hours are hours completed within a school setting under the direct supervision of an approved site supervisor.

3. A minimum of one hour per week of individual supervision with the on-site supervisor.
4. A minimum of one and one-half hours per week of group supervision on campus in a classroom setting that may be applied towards indirect hours of Practicum and/or Internship hours.
5. Opportunities for students to become more familiar with myriad roles and activities for which school counselors are responsible; present formal case studies, discuss case conceptualization issues, understand school culture, and various school-based meetings. Students will have the opportunity to interact with other school professionals, understand the organization and development of a school guidance program in their specific area of interest, and fully understand the ethical implications of professional school counseling.
6. Formal evaluations of student's performance during the Practicum and Internship will be performed by the site supervisor and the program faculty member throughout the field experiences; students will be apprised of these evaluations.

Accumulation of Internship Hours

While it may be possible to accumulate more than 300 hours in Internship I, only 300 hours will be applied to Internship I and II, respectively. Hours accumulated beyond the 300 hour minimum required, will not carry over into Internship II, but additional hours should be viewed as invaluable added experience. Once COU 597 students have completed all 600 hours, they are still required to attend class and to appropriately participate in activities outlined in the syllabus.

Site Supervision: School Practicum/Internship

A site supervisor must meet the following criteria:

1. A minimum of a Master's degree in counseling or a related profession with equivalent qualifications, including current license/certification in the state of Ohio
2. A minimum of two years of school counseling experience
3. Knowledge of the Program's expectations, requirements, and evaluation procedures

Site Selection: Ethical and Legal Implications

1. Teachers who wish to select their home school as a possible Practicum or Internship site need to set up an appointment with the Program Director to avoid dual relationship issues.

2. Students who are employed by outside agencies and assigned to schools may not use their entire employment hours to fulfill requirements for Practicum and Internship. After a discussion with the Program Director, a supplemental contract will be established to clearly designate when and what hours may be applied to their Practicum or Internship hours.
3. Any other special circumstances should be discussed with the Graduate Counseling Program Director.

Establishing a Practicum and/or Internship Site

Students may choose to complete their Practicum or Internship at no more than two sites respectively. Students have a maximum of one semester to complete the Practicum and a maximum of four semesters to complete the Internship. Students select Practicum and Internship sites with the assistance and approval of the Graduate Studies in Counseling faculty. Students are encouraged to begin thinking and planning for their Practicum and Internship activities early in their training program. Students are highly encouraged to read about these experiences in detail on the MAC website. Any questions should be discussed with the Graduate Studies in Counseling faculty.

MASTER OF BUSINESS ADMINISTRATION DEGREE PROGRAM

Mission of Heidelberg's MBA Program

Heidelberg College is a community that integrates learning and life. It fosters the growth of whole persons who can act effectively with human values in a world of continuing change. Heidelberg College's MBA program develops in students the knowledge and skills needed for general management. All courses fully integrate international and cultural components.

Instructional Philosophy

Writing on management and managers, Peter F. Drucker, says:

... managers practice management. They do not practice economics. They do not practice quantification. They do not practice behavioral science. One implication is that there are specific management skills, which pertain to management, rather than to any other discipline. One of these is communications within organizations. Another is the making of decisions under conditions of uncertainty. And, there is also a specific entrepreneurial skill: strategic planning. [Peter F. Drucker. *Management*. New York: Harper & Row, 1974, p. 17.]

These are precisely the skills brought forth by Heidelberg's MBA instructional philosophy, which is called "discussion pedagogy with experiential learning." Unlike the lecture method of instruction in which a course is restricted to the content of a subject matter, discussion pedagogy using case studies continually focuses on management. Unlike other programs in which a "capstone" course is necessary to "tie it all together," this program is a continuous process of integration.

Characteristics of a Heidelberg MBA

The Heidelberg MBA has the following characteristics:

1. It is a degree in general management following Heidelberg's strong liberal arts tradition. At Heidelberg College, management is the ultimate liberal art.
2. The instructional method is that of "discussion pedagogy with experiential learning" rather than the more passive lecture method.
3. Emphasis is placed on the specific management skills, which, according to Drucker, are unique to management: communication, decision making under conditions of uncertainty, and the entrepreneurial skill of strategic planning.

Educational Program

The Master of Business Administration degree program requires completion of thirteen courses chosen from a curriculum of twenty-two courses. The basic core includes courses in accounting, finance, marketing, economics, information systems, ethics, management, and communications, from the general manager perspective. The curriculum reflects Heidelberg's commitment to the liberal arts tradition as ethical, cultural, ethnic, international, and professional issues are emphasized through program requirements. Discussion pedagogy using case studies is the primary method of instruction.

A summary of the characteristics of the MBA program shows that each student will, upon completion, have taken thirteen courses from seven or eight different instructors. Each student also will have written, discussed, or critiqued over one hundred fifty case studies many of which have an international component. The MBA program is consistent with the liberal arts tradition of Heidelberg College in that each student will have taken a course in ethics and in communication skills and will have a selection of electives which includes international experience, business history, great books in business, and international political economy. These courses are integrated with the traditional MBA courses of accounting, economics, finance, marketing, management, information systems, and competitive strategy. An Entrepreneurship Track is also an option.

Program Objectives

The Heidelberg MBA program educational objectives focus on qualities of mind and of person and the ability to apply general concepts and knowledge to specific situations.

Students will:

1. Understand the international economic, political, social, and cultural arena in which the modern manager must operate.
2. Develop the analytical abilities, problem solving and quantitative skills necessary for a general manager to interpret economic, political, financial, accounting, and marketing information.
3. Apply principles of general management to a wide range of business issues.
4. Develop the practical abilities necessary to complete a strategic plan for an organization.
5. Appreciate the historical context of management and management theories.
6. Develop their own philosophy of management and a sense of self-worth and integrity.
7. Develop critical judgment and creative imagination by applying

managerial concepts and tools to an actual business problem through MBA Field Study I and II coursework.

8. Develop the communication skills necessary for the general manager.
9. Develop leadership ability.
10. Develop entrepreneurial skills through the optional four course entrepreneurship concentration.

Entrepreneurship Concentration

Philosophy of the Entrepreneurial Concentration

The Heidelberg Entrepreneurship program is designed for those students who expect, sometime in their career, to pursue a dream of creating their own business whether for profit or not-for-profit. Whether this dream is for the immediate future or for five, ten, or fifteen or more years away, this series of courses will help guide the student toward achieving that dream.

Entrepreneurship Concentration Description

The Heidelberg MBA offers two concentrations leading to the MBA degree. Two concentrations in General Management (GM) and one concentration in General Management plus Entrepreneurship (GM+E). The GM concentration consists of 39 credit hours and the GM+E concentration consists of 45 credit hours. The MBA degree, regardless of concentration, is designed to be completed in 24 months of part-time study by students entering with all pre-requisites. Students selecting the GM+E concentration, will take 4 courses in Entrepreneurship but will not take the 2 Field Study courses required of those on the GM concentration, provided they complete GSB 587. Concentration selection will take place at the beginning of the second year of part-time study. Students may also be admitted to the Entrepreneurship courses as “Coursework Only” students.

The 4 Entrepreneurship courses are:

- GSB 585 Entrepreneurship I: Creativity and Opportunity
- GSB 586 Entrepreneurship II: Opportunity and Research
- GSB 587 Entrepreneurship III: Innovation and Planning
- GSB 588 Entrepreneurship IV: Negotiation and Startup

The Entrepreneurship program starts with GSB 585 and explores the creativity techniques that will help you decide on an opportunity path to follow for the remainder of the program. GSB 586 is designed to assist you to perform the research necessary to thoroughly understand the industry economics, markets, competition, risks, and financing connected with your opportunity choice and, using decision-making tools, to devise strategies to minimize the risks. GSB 587 will help you develop a business plan of high professional quality suitable for presentation to a venture capitalist. The final course, GSB 588, will hone your skills in negotiation as you prepare

to present your opportunity to a panel of experts and proceed to the startup phase. All course concepts are applied to your specific opportunity dream.

Entrepreneurship Concentration and Transcripts

Students wishing to pursue the Entrepreneurship concentration, either as a Coursework Only student or as an MBA degree-seeking student, must complete the MBA Concentration Form. Transcripts of students completing the Entrepreneurship concentration will indicate two concentrations in their degree- General Management and Entrepreneurship.

MBA Mission and the Entrepreneurial Concentration

The entrepreneurship concentration carries on the tradition of the MBA program of “developing in students the knowledge and skills needed for general management” by placing additional emphasis on the entrepreneurial component that distinguishes management as a discipline.

Application and Admission

Application Procedure:

1. Complete the MBA Application for Admission form.
2. Submit the \$25.00 application fee. (Fee waived if using the online application form.)
3. Have the official transcript submitted directly from the Registrar of all previously attended colleges.
4. Submit a statement of professional goals to the Director of Graduate Studies in Business (maximum one page, typed, double-spaced).
5. Students whose first language is not English must have official (TOEFL) *Test of English as a Foreign Language* results sent directly to the Director of Graduate Studies in Business.

Applications for admission to the Master of Business Administration degree program should be sent to the Director of the Graduate Studies in Business program.

Admission of Students:

Upon receipt of all application materials, the Program Director will review them to determine application admission status. To be admitted on regular status, an applicant:

1. Must hold a Bachelor's degree (in any field) from an accredited university and have completed at least the equivalent of twenty-one semester hours in Business, Accounting, Economics, and Statistics from an accredited institution. The hours completed should include the following or their equivalent:

	Equivalent Heidelberg Undergraduate Course
Managerial Finance	BAE 354
Financial Accounting	ACC 253
Managerial Accounting	ACC 254
Principals of Economics: Microeconomics	ECO 251
Principals of Economics: Macroeconomics	ECO 252
Elementary Statistics	MTH 210

2. Must have attained an undergraduate cumulative quality-point average of at least 2.7 of a possible 4.0.
3. For students whose first language is not English, results of the TOEFL are required with a minimum score of 550.

Deficiency of Requirements & Conditional Admission

If any of these qualifications is not met, exceptions may be made on the basis of professional or life experiences, if recommended by the GSB Director after consultation with the GSB Program Committee and granted by the Dean of Graduate Studies. If an exception is granted, the applicant will be admitted on a conditional basis, pending successful completion of nine semester hours of graduate work, including courses GSB 521 (Managerial Accounting) and GSB 531 (Managerial Economics). In cases where the student is judged to be deficient in the prerequisite courses, the student is required to successfully complete appropriate "undergraduate course equivalents" (without graduate credit) before unconditional admission status is granted. Students who lack prerequisites may take them at the Heidelberg at Maumee location, Tiffin's traditional daytime program, or at other institutions upon prior approval from the Director.

An alternative for students conditionally accepted into the MBA program with a deficiency of undergraduate pre-requisite courses or their equivalents in one or more of MTH 210, ACC 253, ACC 254, ECO 251, ECO 252, BAE 354, BAE 360, as described in the Heidelberg Undergraduate Course Catalog, is to take GSB 505, GSB 506, GSB 507, GSB 508, GSB 509, GSB 510. Students electing this second alternative will have the GSB pre-requisite hours added to their graduation requirements.

Transient Student Policy

Only students enrolled in the graduate degree program or admitted for coursework will be permitted to take GSB courses for credit.

Admissions as a Coursework Only Student

Students who do not wish to enroll in the graduate program but wish to take courses for credit, may enroll as “Coursework Only” provided they hold a Bachelor’s degree from an accredited institution and complete the graduate application form (indicate Coursework Only). A \$25 application fee is due unless the applicant uses the online application process. The Program Director reserves the right to make the final decision with regard to granting permission for “Coursework Only” students.

Students with a Bachelor’s degree are only allowed to take up to 19 semester hours without being formally admitted to a degree program, and still have the hours count towards a Masters of Business Administration degree, if approved by the Program Director. “Coursework Only” students must follow the prescribed application process.

Students seeking Superintendent or Assistant Superintendent Certification by the Ohio Department of Mental Rehabilitation & Developmental Disabilities (MRDD) may be admitted as “Coursework Only” students. (See admission requirements above.) The state of Ohio has authorized GSB 541: Managerial Finance, GSB 561: Management Information Systems, GSB 575: Management, and GSB 576: Competition and Strategy as conforming with the requirements of certification as Superintendents or Assistant Superintendents as prescribed in O.R.C. 5123:2-5-03.

Students wishing to complete the four Entrepreneurship courses (GSB 585, GSB 586, GSB 587, and GSB 588) can be admitted as “Coursework Only” students with the permission of the Program Director.

MBA Academic Year

The MBA Academic Year is divided into semesters with two eight-week terms per semester. Each course meets one night a week (4 hours) for 8 weeks. Classes are held from 6-10 p.m. weeknights. If deemed necessary by the instructor, a class day that falls on a holiday may be rescheduled.

Registration

Students must register for class(es) prior to the start of each term. Class schedules can be found on the Heidelberg website in OASIS. Registration can be completed online using OASIS.

MBA CURRICULUM - Required Courses

GSB 504 Discussion Pedagogy Workshop for MBA Students (0 sem. hrs.) A workshop on the discussion pedagogy method will be required of all entering MBA students preceding the start of classes as part of the orientation program. No fee is charged.

GSB 511	Managerial Ethics	3 hours
GSB 512	Managerial Communications	3
GSB 521	Managerial Accounting	3
GSB 531	Managerial Economics	3
GSB 533	International Business, Government & Economy	3
GSB 541	Managerial Finance	3
GSB 551	Managerial Marketing	3
GSB 561	Managerial Information Systems	3
GSB 575	Management	3
GSB 576	Competition and Strategy	<u>3</u>
Sub Total:		30 hours
Plus Track A, B, C, or D		<u>9 or 15 hours</u>
Total:		39 or 45 hours

Course Availability

The Heidelberg MBA Program is not a “lock-step” program that requires one and only one course sequence. Nevertheless, to avoid disruption of their schedules due to lack of available courses, students on both campuses should properly plan their course of study in consultation with the Director of Graduate Studies in Business. To simplify student scheduling needs “First-year” MBA classes are held at Arrowhead Park in Maumee on Monday and “Second-year” classes are held on Wednesday evening. Similarly, “First-year” MBA classes are held in Tiffin on Tuesday and “Second-year” classes are held on Thursday evenings. Arrowhead Park and Tiffin area students may register for course sections at either campus.

Suggested Course Sequence

First year

512 Managerial Communications	3	Fall 1
531 Managerial Economics	3	Fall 2
521 Managerial Accounting	3	Spring 1
551 Managerial Marketing	3	Spring 2
541 Managerial Finance	3	Summer 1
511 Managerial Ethics	3	Summer 2

Second year

561 Managerial Information Systems	3	Fall 1
533 International Business, Government & Economy	3	Spring 2
575 Management	3	Summer 1
576 Competition and Strategy	3	Summer 2

As specified previously in the **MBA Curriculum – Required Courses** section, there are ten core courses that every student must take.

In addition, each student must choose one of three elective Tracks:

Track A:	GSB 595: Field Study I	3	Fall 2
	GSB 596: Field Study II	3	Spring 1

Plus, each year the Director will specify which course will be offered from GSB 515, 516, 571, 572, or 573. In recent years, this course has been GSB 571.

GSB 571: Operations Management	3	Fall 2
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TOTAL HOURS = 30 + 9 = 39

Track B:	GSB 595: Field Study I	3	Fall 2
	GSB 596: Field Study II	3	Spring 1
	GSB 591: International Experience	3	Fall 2

TOTAL HOURS = 30 + 9 = 39

Track C:	GSB 585: Entrepreneurship I	3	Fall 1
	GSB 586: Entrepreneurship II	3	Fall 2
	GSB 587: Entrepreneurship III	3	Spring 1
	GSB 588: Entrepreneurship IV	3	Spring 2

Plus, each year the Director will specify which course will be offered from GSB 515, 516, 571, 572, or 573. In recent years, this course has been GSB 571. The Entrepreneurship courses are each offered once per year. Students do not take GSB 595 Field Study I and GSB Field Study II.

GSB 571: Operations Management	3	Fall 2
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TOTAL HOURS = 30 + 15 = 45

Track D:	GSB 585: Entrepreneurship I	3	Fall 1
	GSB 586: Entrepreneurship II	3	Fall 2
	GSB 587: Entrepreneurship III	3	Spring 1
	GSB 588: Entrepreneurship IV	3	Spring 2

Plus, each year the Director will specify which course will be offered from GSB 515, 516, 571, 572, or 573. In recent years, this course has been GSB 571. The Entrepreneurship courses are each offered once per year. Students do not take GSB 595 Field Study I and GSB Field Study II.

GSB 591: International Study & Travel	3	Spring 2
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TOTAL HOURS = 30 + 15 = 45

Note: Field Study courses for Tracks A and B and Entrepreneurship courses for Track C and Track D are taken in the same term as other GSB courses. Also, note that Track C and Track D do not add calendar time to graduation.

Track C and Track D: See the section entitled **Entrepreneurship Concentration**. Students may also be admitted to the Entrepreneurship courses as “Coursework Only” students.

MBA COURSE DESCRIPTIONS

GSB 505. FINANCIAL ACCOUNTING TOOLS (2 sem. hrs.)

Introduces the MBA student to accounting principles and standards that are fundamental to the preparation, understanding and use of financial statements. The course provides a framework for financial statement analysis that includes an external focus, emphasizing credit and equity investment, as well as the internal manager's perspective on business decision making.

GSB 506. MANAGERIAL ACCOUNTING TOOLS (2 sem. hrs.)

Introduces the MBA student to the use of cost accounting data for planning, control, and decision making. The course will focus on practical applications of fundamental concepts in management including cost behavior, cost-volume profit analysis, segment reporting, direct and absorption costing, standard costing, flexible budgets, profit planning, capital budgeting, and relevant costs.

GSB 507. MICROECONOMIC TOOLS (2 sem. hrs.) Development and discussion of the tools and concepts used in modern microeconomics that are necessary for every manager to evaluate the external environment they face in the business world.

GSB 508. MACROECONOMIC TOOLS (2 sem. hrs.) Development and discussion of the tools and concepts used in modern macroeconomics that are necessary for every manager to evaluate the internal and external economic environment they face in the business world.

GSB 509. FINANCE TOOLS (2 sem. hrs.) Development and discussion of the financial tools and concepts necessary for a manager to evaluate the wealth maximization objective of the firm. The course surveys key financial concepts and integrates practical and theoretical aspects of finance and includes concepts and techniques that are essential for success in all business disciplines. Emphasis is placed upon the underlying principles, practices, and relationships to the decision making process faced by a financial manager charged with the objective of shareholder wealth maximization. The course introduces the concepts of risk and return and time-value-of-money as applied to valuation of securities, capital budgeting, cost of capital, capital structure, and dividend policy.

GSB 510. STATISTICS TOOLS (2 sem. hrs.) Introduction of statistical methods and techniques used in business. Emphasis is on interpretation of statistical results from the perspective of the manager. Topics include probability distributions, hypothesis testing (large and small sample), chi-square test, ANOVA, correlation and regression, and nonparametric testing. SPSS software or similar will be introduced and used.

GSB 511. MANAGERIAL ETHICS (3 sem. hrs.) In applied ethics the student works with materials taken from the business environment, predominantly case studies, and employs ethical theories, principles, perspectives, and insights to arrive at decisions and strategies, which incorporate sound ethics with good business judgment. Topics will include: employer-employee relationships including employee rights, affirmative action, and harassment; the relationships between individual, role, and corporate morality, truth-telling, honesty, integrity and advertising; product liability and environmental concerns; international and multicultural dealings; and concerns of profit, property, and justice. Throughout the course the concern is to bring ethical consideration to bear upon the day-to-day challenges of managing a business enterprise in a global marketplace.

GSB 512. MANAGERIAL COMMUNICATION (3 sem. hrs.) A study of interpersonal communications emphasizing workplace relationships. Communication variables such as culture, perception, listening, verbal and non-verbal codes and conflict management will be analyzed through readings, case studies, and research.

GSB 515. GREAT BOOKS IN BUSINESS (3 sem. hrs.) Critical analysis of current and historically acclaimed books about businesses, management techniques, strategies, competition, etc. by application of concepts of economics, ethics, management, finance, accounting, marketing, etc. (Prerequisites: MTH 210 or GSB5510, ECO 251 or GSB507, ECO 252 or GSB 508)

GSB 516. BUSINESS HISTORY (3 sem. hrs.) Analysis of the dynamic factors involved in the growth of the American economy through the role of the business sector, including the rise of the railroad, the development of concentrated urban markets for consumer and industrial goods, the emergence of mass-production technology, the coming of electrification and the internal combustion engine, and the rise of organized research and development. (Prerequisites: MTH 210 or GSB5510, ECO 251 or GSB507, ECO 252 or GSB 508)

GSB 521. MANAGERIAL ACCOUNTING (3 sem. hrs.) Development of planning, evaluation, and controlling skills within an organization to ensure the appropriate use of and accountability for an organization's resources. Topics covered include financial reporting, product costing, financial statement analysis, budgeting, and transfer pricing. (Prerequisites: ACC 253 or GSB 505, ACC 254 or GSB 506)

GSB 531. MANAGERIAL ECONOMICS (3 sem. hrs.) Application of microeconomics and macroeconomic tools to maximization or minimization problems of business such as profit, cost, productivity, and the role of the firm's external economic environment, etc. (Prerequisites: MTH 210, ECO 251, ECO 252)

GSB 533. INTERNATIONAL BUSINESS, GOVERNMENT, AND ECONOMY (3 sem. hrs.) Business administration and government policy; business, government, and the international economy; country analysis and scenario planning; management in developing countries; managing international trade and competition; managing in the regulated environment. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ECO 252 or GSB 508, GSB 531)

GSB 541. MANAGERIAL FINANCE (3 sem. hrs.) Development of financial management decision making ability towards the objective of firm wealth maximization by application of concepts of financing current operations, long-term financing, investment decisions and the cost of capital. (Prerequisites: MTH 210 or GSB510, ECO 251 or GSB 507, ECO 252 or GSB 508, ACC 253 or GSB 505, ACC 254 or GSB 506, BAE 354 or GSB 509)

GSB 551. MANAGERIAL MARKETING (3 sem. hrs.) Activities directed toward identifying and satisfying customer needs and wants by a process of exchange from the general manager's view-point. Topics of management, situation assessment, strategy formulation, planning and budgeting, and implementation as they relate to marketing are discussed through case studies.

GSB 561. MANAGERIAL INFORMATION SYSTEMS (3 sem. hrs.) Familiarizes the student with the principles and applications of modern computer-based information and decision support systems. Provides the student with the skills to apply the techniques of quantitative analysis and operations research in a wide variety of business situations, through analysis of case studies, which utilize a series of quantitative techniques. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ACC 253 or GSB 505)

GSB 571. OPERATIONS MANAGEMENT (3 sem. hrs.) Develops the skills needed to reach organizational objectives by combining and transforming resources to increase value. Topics covered include operations decision making, capital budgeting, facility location, facility design, product design and mix, process planning, job design, materials management, inventory control, project management, and quality control through case study analysis. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ACC 253 or GSB 505, GSB 521, GSB 531, GSB 541, GSB 551)

GSB 572. ORGANIZATIONAL BEHAVIOR (3 sem. hrs.) Application of the principles of career management, creativity and organization, interpersonal behavior, power and influence, and the social psychology of management to the business organization. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ECO 252 or GSB 508)

GSB 573. HUMAN RESOURCE MANAGEMENT (3 sem. hrs.) The manager's role in the selection, appraisal, rewarding, and the development of people. Topics include hiring, internal movement of people, promotion, compensation principles, responsibility, autonomy, the corporate governance system, labor relations, and safety and health. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ECO 252 or GSB 508)

GSB 575. MANAGEMENT (3 sem. hrs.) Development of executive leadership by application of the principles of planning, organizing, and controlling the activities of an organization, analysis of management methods, and development of the student's own management philosophy. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ECO 252 or GSB 508)

GSB 576. COMPETITION AND STRATEGY (3 sem. hrs.) Formulation of strategy by the general manager through the creative combination of opportunities in the external industry environment, strengths and weaknesses of the firm, personal values of the key implementers, and societal expectations toward the firm. This course combines the knowledge of all the other courses in the program to develop the critical skills of analysis of corporations' strategic plans and formulation of the student's strategic plan for firms through case studies. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ACC 253 or GSB 505, BAE 354 or GSB 509, GSB 511, GSB 512, GSB 521, GSB 531, GSB 541, GSB 551)

GSB 585. ENTREPRENEURSHIP I: CREATIVITY AND OPPORTUNITY (3 sem. hrs.) Entrepreneurship is a process of creativity and innovation. Creating something new can be in the form of a tangible product, a service, a new market, a new organizational structure, or a new process. Innovation is the act of implementing the creation. If the innovation is successful, net value has been created in society. This net value can be monetary or non-monetary. This course focuses on demonstrating that creativity can be stimulated within the context of entrepreneurship, or more broadly, in general management. It is intended for students who want to be creative in developing a new opportunity either in a new or existing firm or who want to stimulate creativity in the people they lead. (Prerequisites: ACC 253 or GSB 505, ECO 251 or GSB 507, MTH 210 or GSB 510 or permission from the MBA Director) Note: Students registered for GSB 585 will be contacted before the first class to arrange a mutually agreeable common group time and day to meet.

GSB 586. ENTREPRENEURSHIP II: OPPORTUNITY AND RESEARCH (3 sem. hrs.) Students will learn and apply the business research tools necessary to make informed decisions about their specific entrepreneurial opportunity selected in GSB 585. Economic and business concepts of risk evaluation, risk minimization, markets, competition, and finance will be developed and applied. Concepts of business excellence will be explored and successful entrepreneurs will be guests of the class. (Prerequisite: GSB 585)

GSB 587. ENTREPRENEURSHIP III: INNOVATION AND PLANNING (3 sem. hrs.) Preparation and writing of a detailed business plan for the specific entrepreneurial opportunity selected in GSB 585 and developed in GSB 586. Key components will include the market, market strategy, product/service offerings, costing, demand, competitive analysis, production and operations, and financial projections. (Prerequisite: GSB 586)

GSB 588. ENTREPRENEURSHIP IV: NEGOTIATION AND STARTUP (3 sem. hrs.) Negotiation and presentation skills developed and applied directly to each student's selected entrepreneurial opportunity. The course ends in front of a panel of experts from venture capital and industry who will critically judge each entrepreneurial opportunity presented to them in a real-world presentation of the business plan. Suggestions for improvement will be provided. The four course sequence ends for each student as the beginning of pursuing their specific entrepreneurial dream. (Prerequisite: GSB 587)

GSB 591. INTERNATIONAL STUDY & TRAVEL (3 sem. hrs.) This option is available to MBA students in their last term at Heidelberg College. Students will spend about three weeks in residence at an international site. The content, emphasis, and location of this course vary from year to year. Visits to business and government operations will leave time for a personal agenda. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ECO 252 or GSB 508, GSB 531, GSB 533)

GSB 595. MBA FIELD STUDY I (3 sem. hrs.) Field study projects involve a student team who works with a faculty supervisor on a business problem of profit or nonprofit clients. Issues will vary depending on the project and come from broad areas such as business strategy, organization structure and control systems, work relationships and processes, market information, etc. This course, the first of two, involves in-class preparation and introduces the student to the concepts of team management, client relationships, interviewing, using library resources, questionnaire design, the written report and oral presentation. Projects are done with the cooperation of the Heidelberg Business Institute. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ACC 253 or GSB 505, BAE 354 or GSB 509, GSB 512, GSB 521, GSB 531, GSB 541, GSB 551)

GSB 596. MBA FIELD STUDY II (3 sem. hrs.) This course involves the applications of the concepts learned in GSB 595 whereby students negotiate the contract, define the issues, collect the data, do the field interviews, questionnaire design, and develop the written and oral report for the client. Projects are done with the cooperation of the Heidelberg Business Institute. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ACC 253 or GSB 505, BAE 354 or GSB 509, GSB 512, GSB 521, GSB 531, GSB 541, GSB 551, GSB 595)

MBA ORIENTATION WORKSHOP: (required, non-credit, no fee.)

GSB 504 Discussion Pedagogy Workshop. The Heidelberg College MBA program uses the discussion pedagogy method of instruction with experiential learning. This workshop introduces the MBA student to discussion pedagogy and how to make the most of the opportunity.

UNDERGRADUATE MBA PREREQUISITE COURSES

Students conditionally accepted into the MBA program with a deficiency of undergraduate pre-requisite courses or their equivalents may elect to fulfill their deficiency with one or more of GSB 505, GSB 506, GSB 507, GSB 508, GSB 509, GSB 510. Students electing this alternative to completing the undergraduate pre-requisite courses will have the GSB pre-requisite hours added to their graduation requirements. See p.67 for more details.

The following course descriptions are those of the designated “undergraduate equivalent” courses offered by the Business Administration, Accounting, and Economics department as contained in the Heidelberg Undergraduate Catalog. Graduate credit will not be awarded to potential MBA students enrolled in these courses.

Principles of Microeconomics, ECO 251: 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.

Principles of Macroeconomics, ECO 252: 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.

Statistics, MTH 210: 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. (Prerequisite: MTH 115).

Financial Accounting, ACC 253: 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: ACC 153).

Managerial Accounting, ACC 254: 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: ACC 253)

Managerial Finance, BAE 354: A study of the management of financial resources of a corporation or not-for-profit organization. Emphasis is placed on financial analysis, working capital management, capital budgeting, and sources of funds such as borrowing, sale of stock and retained earnings. (Prerequisites: ECO 251, ECO 252, ACC 253, ACC 254, MTH 121 or MTH 222)

NOTE: Permission to override any of the above requirements must be given in writing by the Director of the MBA program. Students may be permitted to take these undergraduate prerequisite courses on a Pass/Fail basis, with the prior approval of the instructor, the Program Director, and the Department Chair. The appropriate form required is available in the Office of the Registrar. Some courses may be satisfied via CLEP tests. Many of these undergraduate courses also have prerequisites.

MBA ACADEMIC POLICIES AND PROCEDURES

Academic Advising

The Director of Graduate Studies in Business will serve as the advisor for MBA graduate students.

Evaluation of Student Performance

Courses generally follow the discussion pedagogy method of instruction using case studies. Grades will be determined by criteria from several sources, including written analysis of assigned cases, classroom discussion of those cases, class leadership of case, role playing, term papers, and examinations. Grade policy will be determined by the course instructor.

All weekly written analyses of cases will be due at the beginning of the class period and printed according to the Discussion Pedagogy Guidelines for MBA Students distributed to each student during program orientation. Students will be expected to have made a duplicate copy of each of their written case analysis for their personal use in classroom discussions.

Grading System

To be in good standing, a student must maintain a cumulative 3.0 quality point average at all times.

Attendance Policy

The classroom portion of the learning experience is dependent on the contribution of individual members to the group. Absence(s) of a student reduces the learning experience of all students. The policy of the Heidelberg MBA instructors is that students who miss a class, regardless of the reason, will have their course grade reduced as follows:

1. If you miss one class, the maximum grade you can receive in the course is an A.
2. If you miss two classes, the maximum grade you can receive in the course is a B.
3. If you miss more than three classes, the maximum grade you can receive in the course is an F.

The policy specifies maximum grades with respect to missed classes. The grading policy of individual instructors can further reduce the grade, but cannot increase the grade above the maximum.

Auditing Courses

Students will be allowed to audit MBA courses only by permission of the Director of Graduate Studies in Business and with the concurrence of the instructor.

Add/Drop Policy

Graduate Studies in Business (GSB) courses cannot be added after the first class. Students wishing to drop a course can drop online using OASIS. Students wishing to drop their LAST class or withdraw for the semester must complete a Graduate Registration form. Forms are located on OASIS or can be obtained from the Graduate Studies Office. Students dropping a course after attending a 6th class session will receive a WF. Students dropping a course prior to the start of the 6th class session will receive the grade of W.

Heidelberg Business Institute

The purpose of the Heidelberg Business Institute (HBI) program is to provide high quality business counseling to business clients requesting assistance. The Practicum courses in the MBA curriculum, MBA Field Study I (GSB 595) and MBA Field Study II (GSB 596) are done in cooperation with the HBI. MBA students, as part of a 3-6 person team, work with a faculty supervisor on an actual business problem. Students have direct contact with the client and provide thorough research, a detailed analysis of the client's business, and a useful case/project report. Each report is tailored to the individual client's business and embodies sound business principles.

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Director of Arrowhead Park

Director of Graduate Studies
in Education

Director of Graduate Studies
in Business

Director of Graduate Studies
in Counseling

Registrar

Director of Alumni Relations

Director of Library Services

Faculty

Diane Armstrong, 1987- Professor of Education

B.S., Slippery Rock State College
M.Ed., Ph.D., University of Toledo

David Bush, 1998- Professor of Anthropology

B.A., Miami University
M.A., Kent State University
Ph.D., Case Western Reserve University

John P. Cook, Jr., 1995- Associate Professor of Finance and Accounting

B.A., Heidelberg College
M.B.A., Bowling Green State University
Ph.D., University of Kentucky

Edward L. Corley, 1999- Assistant Professor of Education

B.A., Wabash College
M.A.T., Washington University
Ph.D., Miami University

Daniel Cruikshanks, 2000- Associate Professor of Counseling and
Clinical Coordinator

A.A., Sacramento City College
B.A., California State University
M.Ed., University of Missouri, St. Louis
Ph.D., Saint Louis University

Brian V. Haley, 1989- Assistant 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

Jin (Youngjin) Kang, 2005- Associate Professor of Education

Bachelor's Degree, Ewha Womens University, Korea
M.A., Ph.D., University of Michigan

Henry G. Rennie, 1992- Professor of Graduate Business and Business
Administration, Accounting and Economics

B.S., M.A., Ph.D., The Ohio State University
Certification in Management of Higher Education,
Harvard University

Jo-Ann Lipford Sanders, 1997- Associate Professor of Graduate Studies
in Counseling

B.L.S., M.A., Bowling Green State University
Ph.D., Kent State University

Adjunct Instructors

Julia Gard Bertermann, Ph.D.	Education
Kathryn Bradie, Ph.D.	Education
Carol Carpenter, MA, PCC/S	Counseling
Larry D. Cook, Ph.D.	Education
Jennifer Damm, MA	Counseling
Keith Fournier, MBA	Business
Marcia M. George, Ph.D.	Education
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Johnnie Hannah, MBA	Business
Mary Haynes-Spoon, Ph.D.	Education
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David C. Jones, Ph.D.	Business
Dakota King-White, M.A.	Counseling
Jan Kucera, D.Min., PCC	Counseling
Charles E. Moon, Ph.D.	Education
George Sakash, PCC	Counseling
Sharon Showman, Ph.D.	Business
Linda Stine, MBA	Business
Daniel White, MBA	Business

Sapporo Campus at Heidelberg College Japan

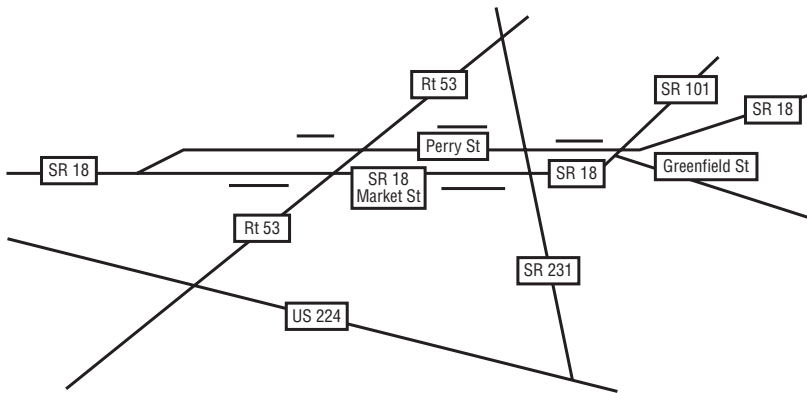
Mamoru Nishimura	Coordinator of Graduate Studies
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Sandra Fotos, Ph.D.	Education
Jerrold Frank, Ph.D.	Education
Maynard Yutzy, Ed.D.	Education
Christine Chaille, Ph.D.	Education

Travel Directions to Heidelberg College, Tiffin

310 E. Market Street, Tiffin, Ohio 44883

From Toledo: Ohio Turnpike East to Route 53, Exit 6. Take Route 53-S to Tiffin and to SR 18 (Market St.). Turn left onto SR 18. Take SR 18 to Greenfield St. (college area).

From Findlay: Route 224 East to SR 18. This brings you into Tiffin and goes past the mall and shopping center. Follow SR 18 through downtown Tiffin and continue to Greenfield Street (college area).



Travel Direction to Heidelberg at Arrowhead Park in Maumee

Woodlands North, 1757 Indianwood Circle, Maumee, Ohio 43537

Perrysburg and U.S. 20: U.S. 20 North to Holland Rd. Turn left onto Holland Rd. At the 2nd traffic light, turn left onto Hickory Pointe Rd. Hickory Point Rd will dead-end at Indian Wood Circle. Woodlands North is the building facing you when you reach this dead-end.

I-475 and U.S. 23: Exit from I-475 at the Salisbury Road Exit, bear East onto Salisbury Rd. turn left onto Arrowhead Rd. or Ford St. Both of these streets dead-end at Indian Wood Circle.

Ohio Turnpike (I-90 & I-80): Exit the turnpike at Maumee Interchange 4. Turn South onto U.S. 20 (Reynolds Rd.) At the first traffic light, turn right onto Dussell Dr. At next traffic light; turn right onto Holland Rd. At next traffic light, turn left onto Hickory Pt. Rd. Within one block, Hickory Pt. Rd. will dead-end at Indian Wood. Turn right and Heidelberg is on the left side.

Graduate Studies
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