



2022-2023
GRADUATE CATALOG





Graduate Studies Catalog 2022-2023

**Master of Arts in Counseling
Master of Athletic Training
Master of Business Administration
Graduate Endorsements in Education
Professional Development Opportunities
through the School of Music and Theatre**

*Authorized by:
The Ohio Department of Higher Education*

*Accredited by:
The Higher Learning Commission*

**Heidelberg University
Tiffin, Ohio 44883**

GRADUATE STUDIES CALENDARS

► FULL TERM COURSES

Fall 2022..... All Programs

Classes Begin	Aug. 16
Last Date to Add.....	Aug. 23
Labor Day – No Classes, Offices Closed.....	Sept. 5
No Classes	Sept. 15
Fall Break – No Classes	Oct. 6–9
No Classes	Oct. 12
Last Date to Withdraw	Oct. 28
Registration Opens for Spring.....	Nov. 14
No Classes	Nov. 15
Thanksgiving Break – No Classes.....	Nov. 21–25
Classes End.....	Dec. 15
Grades Due for Graduating Students	Dec. 16
Grades Due.....	Dec. 19

Spring 2023

Classes Begin	Jan. 9
MLK Day ON! – No Classes.....	Jan. 16
Last Date to Add.....	Jan. 17
No Classes	Jan. 31
No Classes	Feb. 22
Spring Break – No Classes.....	Mar. 6–10
Registration Opens for Summer	Mar. 20
No Classes	Mar. 22
Last Date to Withdraw	Mar. 24
Registration Opens for Fall	Apr. 3
No Classes	Apr. 4
Easter Break – No Classes, Offices Closed	Apr. 7
Classes End.....	May 9
Grades Due for Graduating Students	May 10
Commencement	May 14
Grades Due.....	May 16

► 8 WEEK COURSES

Fall 2022, Term 1

Classes Begin	Aug. 16
Last Date to Add.....	Aug. 16
Labor Day – No Classes, Offices Closed.....	Sept. 5
No Classes	Sept. 15
Last Date to Withdraw	Sept. 23
Fall Break – No Classes	Oct. 6–9
No Classes	Oct. 12
Classes End.....	Oct. 14
Grades Due.....	Oct. 18

Fall 2022, Term 2

Classes Begin	Oct. 17
Last Date to Add.....	Oct. 17
Registration Opens for Spring	Nov. 14
No Classes	Nov. 15
Last Date to Withdraw	Nov. 18
Thanksgiving Break – No Classes.....	Nov. 21-25
Classes End.....	Dec. 15
Grades Due for Graduating Students	Dec. 16
Grades Due.....	Dec. 19

Spring 2023, Term 1

Classes Begin	Jan. 9
Last Date to Add.....	Jan. 9
MLK Day ON! – No Classes.....	Jan. 16
No Classes	Jan. 31
Last Date to Withdraw	Feb. 10
No Classes	Feb. 22
Classes End.....	Mar. 3
Grades Due.....	Mar. 7
Spring Break – No Classes.....	Mar. 6-10

Spring 2023, Term 2

Classes Begin	Mar. 13
Last Date to Add.....	Mar. 13
Registration Opens for Summer	Mar. 20
No Classes	Mar. 22
Registration Opens for Fall	Apr. 3
No Classes	Apr. 4
Easter Break – No Classes, Offices Closed	Apr. 7
Last Date to Withdraw	Apr. 14
Classes End.....	May 9
Grades Due for Graduating Students	May 10
Commencement	May 14
Grades Due.....	May 16

► SUMMER 2023

Full-term Dates (10 Weeks)

Term I.....	May 22–June 23
Term II.....	June 26–July 28

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Heidelberg University Rights

The provisions of this Catalog are not to be regarded as a contract between any student and the University. Course content and regulations are under constant review and revision. The University reserves the right in its sole judgment 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.

Individual Rights

From its founding, Heidelberg University 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, sex, gender, gender identity, sexual orientation, religion, national origin, age, or disability in the administration of its admission policies, educational policies and programs, financial aid programs, employment practices and athletic and other school-administered programs and activities.

Family Educational Rights and Privacy Act

The Family Rights and Privacy Act of 1974 (commonly referred to as FERPA or the “Buckley Amendment”) guarantees a student 1) access to his or her educational record, 2) the right to challenge the accuracy of the record, and 3) the right to limit release of information from the record.

The Educational Record includes all records, files and documents directly related to the student and maintained by Heidelberg University. These records include, but are not limited to, biographical data and address information; the admission application and supporting documents; the academic record including departmental files, class schedules, grade reports and transcript of record; athletic records; disciplinary records; financial records; placement credentials; public safety records; and residence life records.

Under FERPA, contents of a student’s academic record can be distributed on a “need to know” basis within the University. Recipients might include faculty and peer facilitators, department chairpersons, staff and administrators, individuals conducting institutional research, student employees, etc. Read the full FERPA policy located on the Registrar’s website.

THE UNIVERSITY

Heidelberg University is proud of its 172-year history of providing a quality education in the tradition of the liberal arts. That same philosophy is maintained in professional program offerings. Today, academic excellence and a profound student experience stand at the core of the University.

At Heidelberg, values are central to the collaborative learning process and the University nurtures a strong sense of community. It provides the opportunity for students to sharpen their intellect, explore different cultures, and develop a sense of moral and ethical responsibility to their communities and the broader world. Students are highly engaged in their own education and embrace the concept of lifelong learning.

Integration of all of these qualities, imperative for professional and personal success in an evolving and complex world, help Heidelberg's graduates to define their lives of purpose with distinction.

HISTORY

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

Seeking to minister to the German population of Ohio, the founders of Heidelberg 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.

The Evangelical and Reformed Church, formerly called the German Reformed Church, merged with the Congregational Christian Churches in 1957 to form the United Church of Christ. The institution continues its affiliation with the United Church of Christ while welcoming students and faculty from a variety of faith traditions.

As 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 three undergraduate degrees, four master's degrees and employs more than 200 faculty and staff. Its total enrollment is more than 1,300 students in all programs.

HISTORY OF GRADUATE STUDIES AT HEIDELBERG

Graduate programs began in June 1987 with the Master of Arts in Education. Soon after, the Master of Arts in Counseling began offering classes in January 1989. The third graduate degree, the Master of Business Administration was introduced in August 1995. Then in June 2009, the Master of Music Education degree program began. In August 2021, the Master of Athletic Training degree program began.

Beginning in August 2021, the Master of Arts in Education degree was changed to Endorsements in Education, and the Master of Music Education degree is now Professional Development Opportunities through the School of Music and Theatre.

ACCREDITATION AND AFFILIATION

Heidelberg University has continuously been accredited by the Higher Learning Commission since 1913 and was included on the Association's first published list of accredited institutions. The Higher Learning Commission is located at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, and can be reached at (312) 263-0456, (800) 621-7440 or by fax (312) 263-7462, <https://www.hlcommission.org>. The Ohio Department of Higher Education, <https://www.ohiohighered.org>, authorized degrees in Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Arts in Education, Master of Arts in Counseling, Master of Business Administration and Master of Music Education.

The University is an institutional member of 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 National Council for State Authorization Reciprocity Agreements, and the College Board.

The Accounting, Business Administration, and Economics degree programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP), www.acbsp.org.

The Aris M. Kaplanis Master of Business Administration Program, holds full accreditation with the Accreditation Council for Business Schools and Programs (ACBSP), www.acbsp.org.

The University's Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), www.caate.net.

The Master of Arts Degree in Counseling is recognized and approved by the Ohio Counselor and Social Worker Board, and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), www.cacrep.org.

The University is a full member of the National Association of Schools of Music (NASM), nasm-arts-accredit.org, and its requirements for entrance and graduation are in accordance with the published regulations of this accrediting agency.

The education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) www.caep.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes. Information related to Title II, Higher Education Act compliance is available from the Vice President for Academic Affairs and Provost.

Mission Statement

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

Vision Statement

Heidelberg will be a welcoming, student-centered university where in-class and out-of-class learning is seamless and continuous. Both the undergraduate and graduate curriculums will effectively integrate liberal arts and professional preparation across disciplines to prepare our students to be global citizens who think critically, communicate effectively, and serve thoughtfully.

Statement of Educational Philosophy and Values

Heidelberg University, 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 University develops individuals with high moral and ethical standards who are productive in their life's work, engaged in their communities, and responsible citizens of the world.

Statement of Institutional Goals

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

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

CAMPUS FACILITIES AND SERVICES

Heidelberg University is located on a 125-acre campus with approximately 90 additional surrounding acres in Tiffin (population 20,000), county seat of Seneca County and center of a prosperous agricultural, industrial and business area in northwestern Ohio. The campus is located on the east side of Tiffin on College Hill. Classrooms, laboratories and other buildings are within easy walking distance in the time allotted between classes. Downtown Tiffin is within a half-mile of campus, and the city's churches are conveniently near. The old and new in architecture at Heidelberg blend harmoniously. From the pure Greek Revival lines of Founders Hall and the Victorian Gothic style of University Hall, the architecture moves toward the more modern English Gothic and to the functional style typified by Beeghly Library. In many of the buildings erected since 1907, gray Bloomville limestone, with cut Bedford stone for trim, gives a sense of unity to the various styles. Ten buildings ranging in age from 90 to 165 years are entered in the National Register of Historic Places.

Library Facilities

Beeghly Library supports the education, research, and information needs of the Heidelberg University community. In addition to its physical holdings of print and media formats, the library provides extensive access to electronic books, journals, and research databases. Membership in the OPAL and OhioLINK library consortia allows access to the combined collections of 122 Ohio university and college libraries. Services include in-person and virtual reference assistance, access to on-site and off-site information, and library research classes. The library web site provides access to the Library Catalog, research databases, and information on services. Circulation policies for items owned by Beeghly Library and for items borrowed from other OhioLINK and OPAL Libraries are also available on the library website.

The University Archives, is housed in the lower level of Beeghly Library. Their services include collecting and maintaining documents and materials on the history of the university, assisting individuals researching Heidelberg, creating displays about Heidelberg, and hosting groups interested in the history of the institution and the archival collections.

Computer Centers

Computer centers are available for student use in Bareis Hall Computer Center and terminals in various locations around campus. Visit the Computer, Network, and Information Technology (CNIT) website for additional information.

Health Services

The Stoner Health and Counseling Center provides the Heidelberg campus with a modern facility providing quality medical services. The Stoner Health and Counseling Center provides a health clinic and counseling services. The center is open Monday through Friday from 8:00 a.m. – 4:00 p.m. with counseling open 8:00 a.m. – 5:00 p.m. with limited evening hours when classes are in session; excluding summer.

Accessibility

Student Accessibility Services provides students with disabilities, and/or accessibility needs, the services and support needed to achieve equal access while pursuing higher education. Student Accessibility Services also serves the wider campus community as a resource in understanding disability, accessibility, and inclusivity. A student with disabilities and other accessibility needs who requires housing, dining, and/or academic accommodations to overcome barriers to their educational experience are encouraged to contact the Coordinator of Student Accessibility Services. The Coordinator will review the student's rights and responsibilities, and guide them through the confidential, interactive process of arranging appropriate accommodations. Student Accessibility Services is located within the Owen Center for Teaching and Learning.

Academic Support

The Owen Center for Teaching and Learning fosters the academic excellence and career development of all Heidelberg students. The Owen Center programs for graduate students include the Writing Center.

Student Identification Cards

In order to check out materials from the library or another OhioLINK library, and to use the Resource and Computer Centers, all students should have a Heidelberg Student Identification card. Student ID cards may offer reduced rates for Heidelberg sponsored events and receive discounts at participating area restaurants. YMCA privileges, however, are not available to graduate students. ID cards for graduate students are picture-less and made automatically. The student is notified after the semester has begun when IDs are available for pick-up in the Graduate Admissions Office. Any students living on campus, (i.e. Graduate Assistants, International Students), may need to obtain a picture ID from the Residence Life Office.

Vehicle Registration

All students are required to register all vehicles driven to the Heidelberg Tiffin campus. Vehicle registration is available on OASIS under the student's "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 are available from security.

EXPENSES AND STUDENT AID

TUITION AND FEES

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. Tuition and fees apply to Fall 2022 through Summer 2023 while policies and program information start with the Summer 2022 through Spring 2023 academic year.

Course Audit	75% of sem. charge
Graduation Fee	\$120.00
Non-participation Graduation Fee	\$40.00
Late Graduation Application Fee	\$25.00
Lost ID Fee	\$25.00

Master of Arts in Counseling

Tuition 2022-2023	\$616 per credit hour
Practicum (COU 580, 594)	\$75.00
Internship (COU 583, 595)	\$10.00 per credit hour
Lab Fees/Testing Materials (COU 510, 518)	\$25.00

Master of Business Administration

Tuition 2022-2023	\$890 per credit hour
Full-time MBA	\$11,410 per semester
Online Peregrine Course Fee	\$44 per course

(Subject to change. Check with MBA Program Coordinator.)

Master of Athletic Training

Tuition 2022-2023	\$600 per credit hour
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Graduate Endorsements in Education

Tuition 2022-2023 (Non-refundable after start of class)	\$382 per credit hour
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Professional Development Opportunities through the School of Music and Theatre

Tuition 2022-2023	\$616 per credit hour
Applied Lesson Fee (MUS 525)	\$100 per credit hour
Theatre Performance (THR 500B)	\$50

HELI-Fulltime	\$6,240 per semester
Graduate Housing	\$3,000 per semester

TUITION ADJUSTMENTS

Students who totally withdraw from the University will have their tuition charges adjusted by 10% per week through the 60% of the enrollment period. There will be no refund of tuition charges after 60% of the enrollment period has passed. Please see the Business Manager for specific information.

Students who withdraw from a class but not from the University will have their tuition charges adjusted according to the Tuition Adjustment Schedule.

ROOM AND BOARD ADJUSTMENTS

Students who totally withdraw from the University will have their room and board charges adjusted by 10% per week through the 60% of the enrollment period. There will be no refund of room and board charges after 60% of the enrollment period has passed. Please see the Business Manager for specific information.

FINANCIAL AID

FEDERAL LOAN PROGRAMS

Students may borrow from the William D. Ford Direct Federal Loan Program. The Direct Loan Programs offers low-interest loans through the U.S. Department of Education. To be eligible, a student must be a U.S. citizen or an eligible non-citizen, be enrolled at least half-time (5 credit hours), be seeking a degree, and file a Free Application for Federal Student Aid (FAFSA). Students enrolled in the LPCC program only, taking coursework only are not eligible for federal assistance.

Direct Unsubsidized Loans are not need-based and allow students to borrow up to \$20,500. The interest rate is variable; however, it is capped at 9.5% and the interest begins to accrue with the first disbursement. The student is responsible for paying the interest.

Students must complete a Master Promissory Note (MPN) the first time they borrow at Heidelberg. An Entrance Interview is also required if the student is borrowing for the first time. Each year you must complete the Annual Student Loan Acknowledgement before the loan can be disbursed. All forms can be completed online at www.studentaid.gov.

PRIVATE LOAN INFORMATION

Private Educational Loans are also available regardless of enrollment status or financial need. A list of suggested lenders can be found on the financial aid website.

Please contact the Financial Aid Office at 419-448-2293 or financial-aid@heidelberg.edu with questions or for additional financial aid information.

WITHDRAWAL AND RETURN OF TITLE IV FUNDS POLICY

Students who withdraw prior to completing more than 60% of an enrollment period will have their eligibility for loan funds recalculated based on the percent of the term completed. The law assumes that the student “earns” federal loan funds directly in proportion to the number of days of the term attended. The percentage of loan funds earned shall be calculated as follows:

$$\frac{\text{Number of days completed by student}}{\text{Total number of days in term}} = \text{Percent of term completed}$$

This calculation is completed by the Director of Financial Aid and loans funds are returned to the government according to the federal regulations on the student’s behalf. If the student has already received a refund of these loan funds that will create a balance due to the University.

Tuition adjustments are also made through the 60% of the enrollment period for students that withdraw from the University. Students who withdraw from a class but not from the University will have their tuition charges adjusted according to the same Tuition Adjustment Schedule. The schedule is posted annually to reflect the current year dates and can be found on the business office website at the tuition refund page. Students in the MAE and MBA Programs taking Ivy Software Courses on the U-Think platform are eligible for refunds before the first day of classes.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Students must meet SAP guidelines in order to continue to be eligible for federal loan funds. This evaluation is completed on an annual basis after spring semester. Students must maintain a minimum cumulative gpa of 3.0 in each term enrolled and not have received any grades of “F” to continue eligibility for the federal loan program. Students have a maximum time frame of 150% from their first class to degree completion.

Students not meeting these standards that are allowed to continue their enrollment can appeal their SAP status to the Financial Aid Office.

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.

VA BENEFITS PAID DIRECTLY TO THE UNIVERSITY

In compliance with the Veterans Benefits and Transition Act of 2018, students receiving VA benefits paid directly to the University (Chapter 31 or Chapter 33) will not be penalized with interest charges due to delayed payment or eligibility notification from the U.S. Department of Veterans Affairs. If interest has been applied to the account it will be removed when payment is received. Students will be allowed to begin classes prior to the receipt to VA payment. No other penalties or access to facilities will be charged.

GRADUATE STUDIES POLICIES

COURSE AUDIT

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 on the Heidelberg Inside website. 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, or the grade of “U”, if students fail to meet these requirements. An audited course may not be used to complete degree requirements.

Students will not be eligible for “Credit by Examination” after having taken a class for audit credit.

COURSE ADD/DROP

A student has the ability to add and drop courses via OASIS when within the policy dates. Official dates are listed on the University website. A student with an account hold preventing OASIS course changes must complete a Registration Card within the Office of the Registrar. To add or drop a class within policy dates, the student must gain permission from the area placing the hold on the account. If granted, the student will complete the transaction within the Office of the Registrar.

Course Add

A student is permitted to add a course via OASIS up to five business days after the first day of the term without permission from the instructor and the Director/Dean or designee. For compressed terms, see the Academic Calendar on the Inside Heidelberg website.

Course Drop

A student dropping a course immediately following the last day to add and preceding the last day to drop will earn the letter grade of “W” on the official academic transcript.

A student is permitted to drop a class without receiving an official grade “WF” via OASIS until the Friday of week ten of a semester. For terms running in eight-week sessions, the Friday of week five is the last day to drop. For terms running in four-week sessions, a student has until the Friday of week three to drop a course. For all other terms, the goal of the drop policy is to offer a student the opportunity to complete 60% of the term before deciding to drop.

Students may request permission from the Provost of the University or the Dean of Student Affairs to replace a grade of “WF” with “W”. Requests are only considered for students with special circumstances beyond their control. A student petitioning for academic reasons

will inquire to the Provost and a student petitioning for medical reasons should follow the Student Handbook policy and will inquire to the Dean of Student Affairs.

Course Drop/Withdrawing from the University

A complete withdrawal from courses is not permitted via OASIS. A student who wishes to withdraw from the University is held to the Course Add/Drop policy deadlines and should complete the following. 1. Complete the online withdrawal form found on OASIS. 2. Complete an exit interview with the Dean of Student Affairs. 3. Obtain the withdrawal financial form from the Dean of Student Affairs, have the form signed by the Office of Financial Aid and the Business Office and return the form to the Dean of Student Affairs. Once Steps 1 – 3 are finalized, the Dean of Student Affairs will notify the Office of the Registrar to complete the course(s) withdrawal.

INSTRUCTIONAL CREDIT HOUR

The United States Department of Education requires that each institution develop a written credit hour policy that conforms to the definition of a credit hour under 34 CFR 600.2. The Department of Education defines a credit hour as:

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or;
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

The Ohio Department of Higher Education defines credit pursuant to Chapter 1713 of the Ohio Revised Code and Chapter 3333-1.08 of the Ohio Administrative Code.

Credit hour: A minimum of 750 minutes (semester credit hour) of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction. Credit hours may be calculated differently for other types of instruction (e.g., laboratory experience, directed practice experience, practicum experience, cooperative work experience, field experience, observation experience, seminar, and studio experience) as long as the credit hour calculations align with commonly accepted practices in higher education and with the regulations of regional accreditors and the federal financial aid program.

Equivalence of course offerings

Student learning outcomes for a course, and the approximate amount of student effort/time for a typical student required to meet those objectives, shall be reasonably equivalent regardless of the instructor or the modality of instruction used. The Faculty is responsible for the communication of course learning outcomes, clearly communicating the goals of unsupervised learning effort/time (homework), and assessing the achievement of individual student mastery of the course learning outcomes. Every course offering is expected to have approximately equivalent student learning outcome goals and to require approximately the same amount of student effort, regardless of the particular instructor of record or the modality of instruction. For example, online courses which have traditional lecture course equivalents are expected to require and to demonstrate equivalent student effort/time and achievement of student learning outcomes. The responsibility for the oversight of equivalence lies both with the instructor of record of each instance of the course specifically and the curricular oversight bodies of the Faculty in general.

Assignment of credit hours for various course modalities

Traditional lecture course. Each credit hour consists of 750 minutes of supervised/scheduled instruction or assessment activity and a minimum of 1,500 minutes of out-of-class “homework” or other unscheduled learning activity.

For example, consider the typical three (3) credit hour traditional lecture course which includes at least 2,250 minutes of scheduled classroom time and 4,500 minutes of homework over the term of instruction.

Hybrid courses. This modality uses the same requirements as fully online courses with the exception that each credit hour may include on-campus scheduled direct/in-person faculty-directed instruction or assessment.

Short courses. Short courses are expected to achieve the same student outcomes and thus require the same overall effort/time as long-form course equivalents.

Studio course. In studio courses representing art forms each credit hour is equivalent to 1400 minutes of direct faculty instruction and a minimum of 850 minutes for studio class preparation.

Guided Practice. Guided practice sessions describe practical application of course material and skills learned in lecture under the supervision of the course instructor. Guided practice is a component of out-of-class assignments. Guided practice sessions throughout the duration of the course, generally includes no less than 750 minutes but no more than 1,500 of supervised practical application of material learned in the classroom.

Lab courses. For the typical laboratory course, at least two-thirds of the course effort/time are scheduled directed laboratory time. Any remaining effort-time is spent on unscheduled learning activity supporting the laboratory. In this modality, each credit hour of a typical laboratory with homework consists of 1,500 minutes of scheduled laboratory activity supported by 750 minutes of homework. Each credit hour of a typical laboratory without homework consists of all 2,250 minutes of effort/time as scheduled laboratory activity.

Musical Ensembles. Musical ensembles are classes or rehearsals in which all students are following a similar set of objectives or instructions. Content in musical ensembles is derived from the repertoire studied, as well as from in-class discussion and instruction. A minimum of 180 minutes of rehearsal time per week constitutes one credit hour.

Applied Music (individual lessons). 1 credit hour for applied music consists of a minimum of 30 minutes face-to-face instruction time per week, plus a minimum of 240 minutes student practice time per week.

Other courses: Student teaching, clinical experience, cooperative education, internship, field placement, experiential learning activity, independent study, thesis, non-contact courses, or other academic work which fit no other classification may receive credit if the work is performed under the supervision of and with approval from a member of the Faculty, with a formal written agreement noting the nature of the academic work, approved also by the appropriate program director, chair, or similar overseeing authority at a program-wide level. In this modality, each credit hour consists of no less than 2,250 minutes spent on approved work during the term of instruction. Specific curriculum/programs may require more hours in order to award one credit hour. Credit for these experiences may be determined in accordance with recommendations of a program's specific accreditor or applicable regulations.

Review and Compliance

Academic units are responsible for monitoring compliance with the instructional credit hour policy. Department chairs and/or Deans will periodically review syllabi for courses offered in their academic unit to ensure compliance. An assessment of compliance will be part of the regular program review conducted by the University.

New courses must demonstrate compliance with the policy when submitting proposals to the Undergraduate Curriculum Committee or the Graduate Studies Committee. The Committee will review proposed courses to ensure that they meet the requirements of the policy.

EXPLAINED ABSENCE POLICY

Individual faculty members determine the attendance policy for their classes, which should have them clearly stated in their syllabus. However, there are some circumstances that warrant special consideration to determine whether accommodation is possible. These cases are referred to as explained absences. The complete policy is located on Inside Heidelberg.

FULL-TIME STATUS

Graduate students are considered enrolled full-time with 9 hours of coursework in any given semester during the academic year. Individual course load policies are outlined within each program's requirements.

GRADING SYSTEM

The quality of work done by a student is indicated by the symbols, A (-), B (+/-), C (+/-), F, FAHV, FN, P, PR, and U. A grade of FN indicates failure due to non-attendance or stopped attendance without an official withdrawal; PR indicates progress reported; and, P indicates a letter grade of B- or better. A grade of FAHV may be awarded when an Academic Honesty Violation is deemed a Level Two Violation.

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

1. A grade of "W" is recorded for each course dropped on or before the last day to drop courses. A grade of "W" is not calculated into the GPA.
2. A grade of "WF" is recorded for each course dropped after the last day to drop courses. A grade of "WF" is calculated into the GPA the same as an F.

Repeat Course Grade

For a student who has earned a grade of B-, C+, C, C-, F, WF or FN in a course and repeats the course, the cumulative grade point average will reflect the higher grade although both grades will remain on the transcript (see also, Academic Honesty Violation on Inside Heidelberg). The course must be repeated for the same number of semester hours and at Heidelberg University in order for a grade replacement. A total of two course repeats is permitted within a graduate program.

Incomplete Grade

If a student, through no personal fault, is unable to complete the course by the published end date, the student may request an incomplete grade (I). The instructor will outline all remaining work on the Incomplete Course Grade Agreement, which requires the signatures of the instructor and student. The Provost must approve all Incomplete Course Grade Agreements. A student receiving an Incomplete Grade must complete the work by the date stated on the Incomplete Course Grade Agreement, which can be no later than one year from the date of recording. A student cannot graduate until standard letter grades have been assigned for all courses.

Quality Points

Grade values are as follows: A= 4.000; A-= 3.667; B+= 3.333; B= 3.000; B-= 2.667; C+= 2.333; C= 2.000; C-= 1.667; F, FAHV, FN, WF= 0.000. Grades of AU, I, P, PR, U, and W do not calculate into the grade point average.

Point Average

The cumulative grade point average is derived by dividing the total number of graded hours for which a student has officially registered into the total number of quality points earned. The average is never rounded although truncated to the tenths or hundredths. The semester grade point average is calculated in the same way.

Grade Change/Appeal

Heidelberg University 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 University Student Grade Appeal Policy, or (2) a grade of Incomplete is replaced with a letter grade as specified in the current Heidelberg University undergraduate and graduate catalogs, or (3) the Provost of the University has assigned a lower grade in an academic honesty violation as specified in the "Heidelberg University Guidelines and Community Standards," or (4) an error in computing or in recording the grade has been identified by the instructor and has been verified by the instructor, the Program Director, and the Provost of the University as specified in the Faculty Manual or (5) the Faculty has acted under the powers specified in the Faculty Manual.

If a student believes that a final course grade has been assigned in an erroneous, capricious, or discriminatory manner, the student may appeal the grade within the first regular semester

following assignment of the final course grade. No grade appeal may be initiated until the Registrar has released the official grade to the student. The complete Student Grade Appeal Policy is located in the Student Handbook.

INDEPENDENT ARRANGEMENT

Academic departments may offer a course via independent arrangement. To consider approval for an independent arrangement, the course must be required within the student's degree program; and, the student is unable to take the course through no fault of the student, e.g. the course is not scheduled at a time the student can take it, and there are no course substitutions available to the student.

An independent arrangement must be agreeable to the faculty member offering the course, the student, Program Director and Provost. Students will obtain an Independent Arrangement contract from the Office of the Registrar, Inside Heidelberg website.

INDEPENDENT STUDY

Academic departments may offer a student the option to learn via independent study. An independent study covers a topic of interest to the student and may involve research, and/or extensive work outside of a classroom. Academic departments that offer independent study options are identified as Independent Topics or Study. An independent study must be agreeable to the faculty member, the student and the Program Director. Students will obtain an Independent Study contract from the Office of the Registrar, Inside Heidelberg website.

INTERNATIONAL APPLICANTS

Heidelberg is authorized under federal law to enroll nonimmigrant alien students. Applicants who are not citizens of the United States must follow the application procedure outlined below.

Application and Admission Requirements

All materials must be complete for review. Heidelberg University reserves the right to request further documentation on a case by case basis.

1. Each Graduate Program has specific admission requirements. Please see the requirements for your Graduate Program.
2. Application Form Online
3. Official Academic Records
 - From international institutions: Heidelberg requires that international graduate applicants provide proof of undergraduate studies completion to be enrolled at the university in a Master's program. Heidelberg acknowledges a NACES approved agency's evaluation as an automatically authenticated transcript submission. Other forms of transcript submission may apply on a case-by-case basis. For these situations, Heidelberg reserves the right to accept or reject transcripts at its own discretion and reserves the right to ask for additional information if deemed necessary. Official Transcripts not requiring NACES evaluations must be mailed directly from the school to Heidelberg University.
 - From U.S. institutions: all final, official transcripts sent directly from the issuing institution.
4. Evidence of financial support* (please submit at least one of the following):
 - A letter from your financial institution for proof of financial support
 - A letter from your sponsor (if you have one) to prove financial support
 - A bank statement dated within the last six months that reflects the amount for tuition, room and board, and fees of the balance of the tuition payment plan after any financial aid is applied for the semester or year of study.
5. Passport photocopy (or other form of identification. You will need a valid passport to receive your I-20 form for your visa)
6. Visa transfer form if currently holding a U.S. F-1 visa.

*U.S. visa regulations require students to submit documented evidence of the amount of financial support that will be available from personal resources as well as any additional resource.

Proof of English Language Proficiency

All international applicants who do not come from English-speaking countries ** (see below) must provide objective evidence of English proficiency in order to enroll in academic courses.

Students must have scores from a testing agency or submit proof of admissibility via other suitable forms. Scores must be recent to within one year of the date of application to the University.

If testing for English proficiency, to enroll in academic courses a minimum score of one of the following is required:

- TOEFL: 79 (iBT), 550 (TOEFL paper-based), Institutional Code: 1292
- IELTS: 6.5

** (Students exempt from English proficiency proof must be from: Anguilla, Antigua & Barbuda, Australia, Bahamas, Barbados, Belize, British Virgin Islands, Canada (except Quebec), Cayman Islands, Dominica, Falkland Islands, Ghana, Gibraltar, Grenada, Guernsey, Guyana, Ireland, Isle of Man, Jamaica, Jersey, Liberia, Montserrat, New Zealand, St. Kitts & Nevis, St. Lucia, St. Vincent & the Grenadines, Trinidad & Tobago, Turks & Caicos Islands, United Kingdom, United States Territories)

If scores do not meet the requirements above, admittance may be granted, but ESL courses at the Heidelberg English Language Institute (HELI) may be required.

Exceptions

Exceptions to the rules for the language requirements may occur in specific and circumstantial cases that prove the international student's English proficiency in other ways. Any request to be exempt from the language requirements must be submitted in writing to the Admissions Office with supporting documentation. Heidelberg University reserves the right to approve the adequacy of the exemption request.

REGISTRATION

Registration is completed online using OASIS. All graduate 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 prerequisite requirements prior to registration. Students who do not meet the prerequisites of a course will not be permitted to register for the course unless a prerequisite override is approved. For information regarding registration overrides, contact the Program Director. A student must register for a course the term in which the course was taken.

READMISSION

Students who do not enroll one year beyond the date of last attendance, will have their account inactivated. A readmission form is required upon return to Heidelberg. Any required paperwork will be communicated by the graduate program or the admission office. Readmitted students will follow the current University Catalog or the catalog issued at the time of the original admission when within the six-year limit. Readmitted students who believe they are disadvantaged for following the active catalog may petition to the Program Director for a full review of their academic history.

TRANSCRIPT OF CREDIT

The Office of the Registrar is the official office to release a student's academic record which is a chronological listing of all coursework and degrees attempted and earned. The University offers secure electronic transcript delivery and paper copy. In partnership with TranscriptsPlus®, Heidelberg University is able to provide official transcripts delivered through TranscriptsPlus® to network and out of network recipients. Directions are available at the registrar's website to assist in the transcript request process. Rates are subject to change based on current US Postal Service charges; all fees are posted on the transcript ordering website. Electronic transcripts are generally sent every twenty-four hours when ordered online. In office requests are processed weekly, generally five to seven business days. Immediate transcript processing is available for \$30.00. Transcripts will not be released when there is an active hold on your account.

DEGREE REQUIREMENTS

To be recommended for the Master of Business Administration, Master of Arts in Counseling degree, and the Master of Athletic Training degree a student must satisfy all requirements prescribed by the relevant program with a cumulative GPA of 3.00 within the published time limit and be in good academic standing. All students maintaining continuous enrollment will be held to the catalog requirements in effect at the time of their first coursework taken toward their graduate degree. Students may also elect a more recent catalog for their graduate degree requirements. The only curriculum exceptions relate to prerequisite changes, licensure changes, and accreditation standards.

ACADEMIC STANDING

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

- Achieve a cumulative GPA of at least 3.000 once the student has completed nine credit hours and maintain a cumulative GPA of at least 3.000 for all graduate work completed at Heidelberg University.
- 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+, C, C-, hereafter designated by C, the student may repeat the course. If the student does so AND receives a course grade of B-, 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 “Evaluation of Graduate Students’ Non-Academic Performance in the Graduate Counseling Program” for the Master of Arts in Counseling and “Evaluation of Student Performance” for the Master of Business Administration). For more information on repeating a course, see the “Repeat Course Grade” policy.

Probation

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 Graduate Studies 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 cumulative GPA falls below 3.000 in any given semester once the student has completed nine credit hours.
- 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 “Evaluation of Graduate Students’ Non-Academic Performance in the Graduate Counseling Program” for the Master of Arts in Counseling)

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 44–47 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 Provost.

Suspension

The student will face suspension for at least one term or semester 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 Provost. While suspended, the student will not be able to enroll in any program coursework at Heidelberg University. The student has the right to appeal to the Graduate Studies 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 Graduate Studies Committee. (If the appeal is granted, then the conditions must be stated in a letter from the Graduate Studies Committee to the student, and copies of this letter will be forwarded to the Registrar, the Provost, the Program Director, and the student's file.)

Dismissal

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

- The student has received two unattended C's.
- The student received a grade of F or WF.
- The student did not meet the conditions for remaining in the program.
- The student is placed on probation a second time (after returning to good standing).

If a student compromises the academic dishonesty standards and integrity, he/she is at risk for dismissal.

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 Provost, the Registrar, and the student's file. The student has the right to appeal his or her dismissal to the Graduate Studies 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 Graduate Studies Committee. The student must make this appeal in writing, no later than ten business days after the letter is received, and sent by mail or fax to the Provost.

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 Program Director.

Reinstatement

Students may petition the Graduate Studies Committee for reinstatement to the program that issued the dismissal after one calendar year from the date of dismissal (form available from the Registrar's office). The petition must be submitted no later than fifteen business days prior to the first day of classes. If reinstated, the student will be placed on academic probation with conditions to return to good academic standing, which will be determined by the Program Director.

A student who is dismissed from one of Heidelberg's graduate programs may apply and be admitted to one of Heidelberg's other graduate programs without waiting for one calendar year to pass. Applications will be submitted to and evaluated by the appropriate program director. All admissions decisions are final. Students who are admitted under these circumstances will be admitted on probationary status.

GRADUATION/COMMENCEMENT

Graduation is the completion of all degree requirements as recorded on the official transcript. Commencement is the ceremony that celebrates the completion of a degree. Participation in the commencement ceremony does not imply that a student officially graduated. The diploma is a commemoration of your achievement. Official certification of your degree is made only through the official transcript or through the certification service of the National Student Clearinghouse (NSC).

Conferral also known as degree completion is evaluated on a rolling basis and once completion is certified, the completion date will be recorded on the student record. Diplomas are distributed three times per year. There is one commencement ceremony at the conclusion of the full Spring Semester. Diploma distribution deadlines are August 20, December 20 and the last day of the semester prior to commencement exercises. For further information on the required documentation, please contact the Office of the Registrar or see the website at Inside Heidelberg/registrar.

All graduate students who have taken a course within the last year will be contacted regarding graduation intent in early fall by the Office of the Registrar. It is the responsibility of each student to submit his/her graduation application by the deadline indicated. Official audits are conducted after the application is received and areas of concern will be communicated via the student's Heidelberg email account.

A student who 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 Friday of the week prior to 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. Students may only participate in one commencement. All financial obligations to the University must have been met to participate and for receiving diplomas.

TRANSIENT STUDENT PERMISSION

Students may be permitted to take coursework off-campus while enrolled in a graduate program. Students are encouraged to complete a Transient Student Permission Form prior to course enrollment at the alternative location. When a course has been approved, documentation will be made available by the Program Director and copied to the Office of the Registrar. When the course is complete, an official transcript must be sent to the Office of the Registrar directly from the institution. The course must meet the transfer policy in each program to be applied.

MASTER OF ARTS IN COUNSELING PROGRAM

MISSION STATEMENT

The Master of Arts in Counseling program (MAC) is dedicated to educating, motivating and preparing highly qualified, ethically and culturally competent, professional counselors. The MAC program is committed to providing students with the skills and knowledge necessary to address client issues in a diverse and global society.

CHARACTERISTICS

The Heidelberg University Master of Arts in Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through March 31, 2027. The clinical concentration is approved by the Ohio Counselor Social Worker and Marriage/Family Therapy Board (CSWMFT) through March 31, 2027. Additionally, the school concentration meets the Department of Higher Education Chancellor's requirement and the State Board of Education's standards leading to the school counselor license until the spring 2027 review cycle. This program is designed to meet the academic requirements for those students who are seeking licensure as a Licensed Professional Counselor (LPC), Licensed Professional Clinical Counselor (LPCC), or a Licensed Professional School Counselor (LPSC) primarily in the state of Ohio. Requirements for licensure eligibility vary slightly from state to state. Please check with the appropriate licensing body in the state where you intend to practice to verify that the coursework and field placement requirements of the MAC program will meet the eligibility criteria for the state credentials you seek.

The Counseling program at Heidelberg University offers a Master of Arts in Counseling degree with two concentrations:

- School Counseling (50 hours)
- Clinical Mental Health Counseling (60 hours)

Additionally, after a candidate selects a primary concentration, the Program offers coursework and field experiences for licensure endorsement in the alternate concentration. Example: primary concentration chosen as School Counseling, candidate may elect to also take additional coursework and field experiences for clinical mental health license endorsement -- this is NOT a second degree but coursework endorsing a credentialed graduate to sit for a specific licensure examination.

PROGRAM OBJECTIVES

The MAC Program will:

1. Provide students with the knowledge and skills to successfully obtain licensure and employment as counselors.
2. Prepare students to use the highest ethical and legal standards in professional counseling practice.
3. Provide students with the curriculum to address the knowledge and skills identified in the CACREP eight core areas.
4. Emphasize diversity issues that will prepare students to be effective counselors in a global society.
5. Prepare students to develop in-depth knowledge of self-selected specialized areas of counseling, such as clinical mental health counseling, and/or school counseling.
6. Provide students with up to date and evolving curriculum to effectively address emerging and vital issues such as trauma, crisis, emergency preparedness, technology, etc.

MAC STUDENT HANDBOOK

The MAC Student Handbook should be used in conjunction with the current Graduate Catalog to inform, clarify, and explain all current policies and procedures of the MAC Program. Specific policies, procedures, and Student Learning Outcomes governing the operation of the counseling program are detailed in the MAC Student Handbook. Hard copies of this Handbook are made available to new students prior to registration of classes, during the annual New Student Orientation, and is available online for all students. The MAC Student Handbook is updated every year and the most recent version will be made available at the beginning of the Fall semester.

PROGRAM CONCENTRATIONS

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 Licensed Professional School Counselor (LPSC) in the state of Ohio. The major purpose of the Heidelberg University school counselor 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 Licensed 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 in a school setting and must successfully pass the Ohio Assessment for Educators (OAE) School Counselor exam #040.

A school counselor in the state of Ohio must have graduated from an approved program of preparation, passed a current BCI check, and have been recommended by the head of teacher education at Heidelberg University. This individual must have completed an examination (OAE #040) prescribed by the State Board of Education and evidenced the education and experience requirements which include:

- A Master's degree in counseling and/or three years experience as a licensed school counselor in another state.

CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION

The Clinical Mental Health Counseling concentration is designed to meet the academic and field experience requirements for those students who are seeking licensure as a Licensed Professional Counselor (LPC) or Licensed Professional Clinical Counselor (LPCC) in the state of Ohio. The major purpose of the Heidelberg University clinical mental health counselor concentration is to develop in students the knowledge, skills, and attitudes needed to provide appropriate counseling services within a variety of helping settings. Skills in interpersonal helping, interaction, communication, and sensitivity acquired in the program are applicable to a variety of professionals including education, community social services, business and industry, government, and the ministry.

The clinical mental health counseling concentration is a 60 semester hour program inclusive of 100-hour Practicum and 600-hour Internship field experiences.

Students completing the 60 semester hours of coursework are eligible to sit for the state licensure exam during their last semester of coursework.

LICENSE ENDORSEMENT-ONLY OPTIONS

SCHOOL COUNSELING ENDORSEMENT FOR LICENSURE

The School Counseling endorsement is designed to provide students with the necessary academic and field experiences to fulfill requirements to sit for licensure examinations from both the Ohio Department of Education as a Licensed Professional School Counselor and with the Ohio Counselor, Social Worker, and Marriage and Family Therapy Board as a Licensed Professional Counselor.

This endorsement is not an additional counseling degree but students who are in the Clinical Mental Health Counseling concentration may elect to add the School Counseling endorsement for licensure. The endorsement has additional requirements beyond the Clinical Mental Health Concentration. Completing the School Counseling endorsement and Clinical Mental Health Counseling concentration indicates that students have satisfied all coursework requirements in both school and clinical mental health counseling, including appropriate counseling Practicum field experiences and two separate and distinct 600-hour Internship field experiences in both school and clinical mental health counseling settings.

CLINICAL MENTAL HEALTH COUNSELING ENDORSEMENT FOR LICENSURE

The Clinical Mental Health endorsement is designed to provide students with the necessary academic and field experiences to fulfill requirements to sit for licensure examinations from both the Ohio Department of Education as a Licensed Professional School Counselor and with

the Ohio Counselor, Social Worker, and Marriage and Family Therapy Board as a Licensed Professional Counselor.

This endorsement is not an additional counseling degree but students who are in the School Counseling concentration may elect to add the Clinical Mental Health Counseling endorsement for licensure. The endorsement has additional requirements beyond the School Counseling Concentration. Completing the Clinical Mental Health Counseling endorsement and School Counseling concentration indicates that students have satisfied all coursework requirements in both school and clinical mental health counseling, including appropriate counseling Practicum field experiences and two separate and distinct 600-hour Internship field experiences in both school and clinical mental health counseling settings.

POST MASTER'S SCHOOL COUNSELING ENDORSEMENT (PSCLE) PROGRAM

Any applicant, who already holds a Master's degree in counseling, a current clinical license, and is seeking school counseling licensure as a non-degree student, may apply for admission to the Post Master's School Counseling Licensure Endorsement (PSCLE) Program.

The MAC Program Director will review the student's application 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 (OAE #040) examination, they will be recommended to the Ohio Department of Education for licensure as a school counselor. Requirements for admission into this program and additional information can be found in the MAC Student Handbook available online.

APPLICATION AND ADMISSION REQUIREMENTS FOR DEGREE SEEKING STUDENTS

Applications for admission to the Master of Arts in Counseling degree program should be sent to the Office of Admission. Applications are processed on a rolling basis.

STEPS FOR COMPLETING THE MASTER OF ARTS IN COUNSELING DEGREE

Step 1. Requirements to Enter MAC Program

All applicants enter the Program as Conditional Admits. The specific requirements needed for an applicant to take a graduate course are as follows:

1. The completed Graduate Studies Application for Admission.
2. Transcripts will be accepted from a college or university accredited by the North Central Association of Colleges and Schools Higher Learning Commission or other regional accrediting commissions which have been recognized by the Council on Higher Education Accreditation (CHEA). Official (sealed) transcripts sent directly from all previously attended colleges or universities. Applicants must have:
 - a. Earned a Bachelor's degree.
 - b. A minimum undergraduate cumulative GPA of a 3.0 or higher on a 4.0 scale.
 - * Applicants not meeting this criterion must take two credit hours of COU 502, Introduction to Professional Counseling Identity, during the first two semesters and receive a grade of B- or better. During this semester, the Conditional Admit is not allowed to take more than 9 hours.
 - c. International applicants must complete the above requirements in addition to the International applicant requirements explained in the Graduate Catalog.
3. Transcripts will be accepted from a college or university accredited by the North Central Association of Colleges and Schools Higher Learning Commission or other regional accrediting commissions which have been recognized by the Council on Higher Education Accreditation (CHEA). Official (sealed) transcripts sent directly from all colleges or universities where Master's level work has been in progress and/or completed. In order to ensure each transfer student's academic success, the program director reserves the right to place students on probationary status upon admission. In addition, any transfer student who has been dismissed from another university's graduate program and is admitted to one of Heidelberg's graduate programs will be admitted on probationary status.
4. Heidelberg University offers students the opportunity to enroll in fall or summer semesters. All students are required to complete the New Student Orientation held prior

to the fall and summer semester.

5. 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.
 - a. In cases where the applicant is judged to be deficient in the behavioral sciences, he/she may be required to successfully complete appropriate undergraduate courses without graduate credit before admission on a regular status is granted.
6. Upon receipt/completion of items 1 through 5 above, Conditional Admits may enroll in any of the Foundation courses (COU 502, 503, 505, and/or 532), not to exceed 9 semester hours, while completing the admission process.

Step 2: Requirements for Admission into the MAC Program

In order to be considered for full admission, the following need to be received or completed:

1. Receipt of all materials from Step 1. – Requirements to Enter MAC Program.
2. Attendance at a New Student Orientation held once a year in the fall. Conditional Admits must register for *COU 501 Orientation Workshop*. This course is a transcribed 0 credit hour requirement in which Conditional Admits are oriented to the stipulations of the graduate counseling program. Specific details of this Orientation are described on the next page.
3. Successful completion of no more than 9 hours of the Foundation courses.
4. Two 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 Conditional Admits' professional experiences, dispositions, and aware that the applicant is seeking a counseling degree.
5. Two-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. Submission of an Ohio Bureau of Criminal Identification background check (BCI) and a Federal Bureau of Investigation (FBI) background check. Background check information is valid for one year, or 365 days, from the date that the background check was completed.
 - a. In the event that the applicant has been convicted of a criminal offense (other than a minor traffic violation), the University 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 University.
7. Maintenance of Good Academic Standing as defined in the *Graduate Catalog*.
8. Interview with the MAC Graduate Admissions Committee who will make a recommendation for final admission to the Program Director. Following this interview, the Conditional Admit will receive a written decision regarding their admission status. Conditional Admits accepted into the MAC Program are reclassified as a Full Admit meaning they are a candidate to the MAC degree program. Candidates are then assigned an academic advisor. (*Throughout this catalog, the terms "full admits" and "MAC candidate" are used interchangeably*).
9. All MAC candidates 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 candidates regardless of the catalog of admission.

Note: All new students must register for COU 501, New Student Orientation, (course is 0 credit hours), and attend the session that is held yearly on the Saturday prior to the beginning of the fall semester. Orientation is designed to orient new and continuing students and faculty on such issues as:

- Policies of the MAC program and Heidelberg University
- Academic advising and program matriculation
- MAC faculty and staff, counseling training laboratory, curriculum, registration, financial aid, bookstore, library, and miscellaneous University-supported resources
- Receive a current copy of the Graduate Catalog, the MAC Handbook, and review the MAC website
- Current changes in Ohio laws and ethical codes

Step 3: Requirements for Admission to Practicum

Guidelines for all field placements are outlined in the Heidelberg University, *Graduate Catalog* under Standards of Practice as well as in the Graduate Studies in Counseling *Field Experience Handbook* both available in hardcopy and on the University's website. In accordance with CACREP Standards and state licensing agencies, all MAC candidates are required to complete a 100 hour practicum (40 hours must be direct service with students). Candidates cannot register for Practicum until they have completed all of the Foundation and Core Courses, and have an overall satisfactory collection of ratings on their Personal Characteristics Review Forms. Non-degree seeking Post Master's School Counselor Licensure Endorsement Program (PSCLE) candidates may be required to complete a practicum. All field experiences are coordinated by the MAC Field Experience Coordinator.

School Concentration Requirements: COU 594 – Practicum in School Counseling

MAC candidates with a school concentration are required to complete a minimum of 100 contact hours in a K-12 educational setting. Additionally, MAC candidates are not eligible to begin school practicum until the following requirement has been met:

1. Successful completion of COU 519 and COU 522

Clinical Concentration Requirements: COU 580 – Practicum in Clinical Mental Health Counseling

MAC candidates with a clinical concentration are required to complete a minimum of 100 contact hours in a mental health setting. Additionally, MAC candidates are not eligible to begin clinical practicum until the following requirement has been met:

1. Successful completion of COU 609

Step 4: Requirements for Admission to Internship

Guidelines for all field placements are outlined in the Heidelberg University, *Graduate Catalog* under Standards of Practice as well as in the Graduate Studies in Counseling *Field Experience Handbook* both available in hardcopy and on the University's website. The internship is designed as a capstone experience providing candidates an opportunity to receive on-the-job training and experience in an approved environment under the supervision of a certified or licensed professional. In accordance with CACREP Standards and licensing agencies, all MAC candidates and Non-degree-seeking Post-Master's School Counselor Licensure Endorsement Program (PSCLE) candidates are required to complete a 600 hour internship. MAC licensure endorsement only candidates are required to complete 1200 hours in the internship courses (600 in school and 600 in clinical). The internship courses are:

COU 583 – Internship Experience for Clinical Counseling

There are 600 total clock hours of internship required for state licensure. Every credit hour is equivalent to 100 clock hours. Students may repeat COU 583 up to six times and must complete a total of six credit hours for licensure.

COU 595 – Internship Experience for School Counseling

There are 600 total clock hours of internship required for state licensure. Every credit hour is equivalent to 100 clock hours. Students may repeat COU 595 up to six times and must complete a total of six credit hours for licensure.

All information pertaining to field experiences are coordinated by the MAC Field Experience Coordinator.

Step 5: Requirements for Graduation

In order to be recommended for graduation, candidates must:

1. Maintain good academic standing defined in the Graduate Catalog and as evidenced by a cumulative grade point average of 3.0.
2. Complete applicable semester hours of coursework (inclusive of foundation, core, elective, and field experiences) within the published time limit
 - a. Candidates have six calendar years from the date of the first course taken toward their graduate degree to complete the MAC program.
3. Register for COU 690: Comprehensive Examination
 - a. The comprehensive examination is intended to be one of the culminating experiences of the graduate program. The exam is offered in February for May graduates, in September for December graduates, and in June for August graduates.

MAC Candidates must register for COU 690 Comprehensive Examination in the term prior to their expected graduation. Students who fail to register for COU690 by the Last Day to Add listed on the Graduate Studies Calendar for each semester will be ineligible to take the exam and unable to graduate by their expected date.

- b. The Comprehensive Examination is a multiple-choice exam designed to evaluate their accrued knowledge across the eight CACREP core areas. The exam consists of eight subtests based on the CACREP core areas and subtest(s) for the specialization area(s). Students have a total of four hours to complete the entire exam. Candidates will not be considered for graduation until they have passed the comprehensive examination with a minimum score of 70% in each subtest.
- c. Candidates who fail any section of the examination will have 30 days to prepare for a second attempt at which time they will retake only those sections failed. If a candidate fails the exam a second time, he/she may not retake it until the next offering. If a candidate 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.
- d. Candidates, who entered the program prior to Fall 2003, are exempt from the comprehensive examination.

Step 6: Requirements for State Licensure

Candidates who complete the Program's curriculum requirements for the Master of Arts in counseling – school concentration (50 semester hours) are eligible to sit for the licensure exam in the state of Ohio. Candidates that complete the Program's curriculum requirements for the Master of Arts in clinical mental health concentration (60 semester hours) are eligible to sit for the licensure exam in the state of Ohio.

School Counseling Licensure:

Once candidates have completed the appropriate coursework, including a 100 hour practicum, a 600 hour internship, and passed the Ohio Assessment for Educators (OAE) School Counselor Test #040 (students must take a total of at least 45 semester hours in order to qualify to sit for the exam), they submit an online application for school licensure to the Ohio Department of Education (ODE).

Clinical Counseling Licensure:

The Ohio Counselor, Social Worker and Marriage & Family Therapy Board (CSWMFT) use the National Counselor Exam (NCE) administered by the National Board of Certified Counselors. Candidates who wish to graduate from MAC with license in hand are eligible to apply for licensure and sit for the NCE during their last semester of coursework (60 semester hours). Candidates apply for licensure on-line through the CSWMFT website. Then, they request a letter from the MAC Program Director to the CSWMFT certifying their expected graduation date and confirming that they are in their last term of their degree program.

Candidates must provide verification of current BCI and FBI background checks to the CSWMFT in order to be eligible for licensure. In order to become licensed as a Licensed Professional Counselor, candidates must have completed all the necessary coursework and provided all the necessary documentation to the CSWMFT. This includes all of the following:

- a 100 hour practicum
- 600 hours of internship in no less than two terms
- a total of no less than 60 semester hours of courses
- Successful completion of the NCE
- Official final transcripts with degree conferred.

CLINICAL MENTAL HEALTH AND SCHOOL COUNSELING LICENSURE- ONLY ENDORSEMENT:

MAC candidates who complete all of the curriculum requirements for both program concentrations are eligible to hold/sit for licensure exams as both Licensed Professional School Counselor and Licensed Professional Counselor.

The process for becoming licensed in each of these areas is outlined above.

The process of becoming eligible for both licenses requires completion of curriculum in both programs. Candidates whose primary concentration is school may take either practicum (COU 580 or COU 594); students whose primary concentration is clinical mental health counseling are required to take COU 580. *Note: COU 594 is not an acceptable practicum experience for a clinical mental health licensure. Once candidates have completed the appropriate coursework, practicum, separate and distinct internship experiences of 600 hours each in both appropriate school and clinical settings, passed both the OAE and NCE, and provided the necessary documentation as outlined in the preceding two sections, they will be issued their licenses as described above.

ADMISSION AS A “COURSEWORK ONLY” STUDENT

Applicants who do not wish to be admitted to the graduate counseling program, but wish to take courses for credit, will be permitted to do so provided they hold a Bachelor’s degree from a regionally accredited institution and complete the non-degree graduate application form, complete all requirements for admission and meet all of the requirements to enter the Masters of Counseling program.

Coursework only students are only allowed to take up to 12 semester hours, after which time the student will withdraw or complete a formal application into the degree program. If the Program Director wishes to accept coursework taken as a “coursework only” student, under no circumstance shall a student apply more than 12 semester hours of credit toward the Master’s degree.

Accepted applicants who enter with a Master’s Degree in Counseling may take courses toward licensure.

MAXIMUM COURSE LOAD

The maximum course load for a Graduate Counseling student is twelve semester hours in a spring or fall semester, or six semester hours in an eight-week or summer session. A student may petition the Program Director to take additional hours 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.

TIME LIMITATIONS

The Master of Counseling degree and all coursework must be completed within 6 calendar years. Coursework and/or transfer credit outside of the 6 year time limitation must be repeated.

LEAVE OF ABSENCE

A student that is not enrolled for one calendar year will have his or her student account categorized as inactive. To register for courses, the student must reactivate his or her student account by contacting Graduation Admissions.

EXTENDED LEAVE OF ABSENCE

A student may for whatever reason choose not to enroll in classes for up to two full calendar years and remain on the catalog with which he or she entered the program. Any student not enrolled in classes for a time period longer than two full calendar years must apply for readmission to the MAC program. If readmitted, degree requirements that must be fulfilled will be those of the new catalog that is in force at the time of readmission. Completed eligible courses will be held to the 6-year time limitation

TRANSFER CREDIT

Heidelberg University 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 Clinical Mental Health Counseling concentration, a maximum of 30 hours of counseling related coursework, 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 university coursework:

1. Coursework must be comparable with the Heidelberg University MAC program coursework. Students must submit course syllabi and catalog course descriptions along with official transcripts with any request for graduate transfer of credits.
2. 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. Prior Heidelberg University coursework being applied to the graduate degree is also included in the 6 calendar year rule.
3. The grade(s) in the courses(s) to be transferred must be a "B" or better.
4. Transfer credit will be evaluated by the academic advisor and approved by the Program Director.
5. Transfer credit does not affect the cumulative grade point average established with Heidelberg University.

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 ongoing evaluation and appraisal, graduate faculty are aware of the academic and personal limitations of students/supervisees that might impede performance.

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 (ACA) Code of Ethics and the American School Counselor Association's Code of Ethics.
2. Students must demonstrate functional competence in fulfilling professional tasks and duties of the profession.

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 will face action based on the guidance from program faculty.

Students in the MAC Program are preparing to enter the field of professional counseling and, as such, they are expected to strive toward wellness and to adopt and adhere to the ACA Code of Ethics, especially with regard to professional responsibility and behavior.

PROFESSIONAL RELATIONSHIPS

Counseling students recognize that their relationships with faculty, classmates, clients and site supervisors are professional relationships. Counseling students recognize that the quality of their interactions with classmates and faculty influence the quality of the learning environment, including classes and field placements. They work to become knowledgeable about classmates and faculty within and outside the field of counseling. Counseling students develop positive working relationships and systems of communication with colleagues to enhance the quality of the learning environment.

IMPAIRMENT

Counseling students are alert to the signs of impairment from their own physical, mental, or emotional status and refrain from offering or providing professional services as part of their training when such impairment is likely to harm a client or others. Counseling students seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities, including coursework, practicum or internship placement, until such time it is determined that they may safely resume their work. Counseling students assist classmates and appropriate faculty in recognizing their own professional impairment and provide consultation and assistance when warranted with classmates showing signs of impairment and intervene as appropriate to prevent imminent harm to classmates, faculty, clients, or site supervisors. Counseling students are responsible for the safety and wellbeing of their classmates and their faculty. When they become aware that a classmate is impaired, unwell, and/or may represent a potential threat to themselves, their classmates or their faculty, counseling students take immediate appropriate action by talking with the impaired individual, and if necessary, talking with the appropriate faculty member. Counseling also follows all ethical and legal guidelines and adheres to the Student Code of Conduct, the MAC Student Handbook, and the MAC Field Experience Handbook.

REMEDIATION

The MAC Program at Heidelberg University will intervene with any counseling student who fails to adhere to the above stated Professional Relationships policy, or who is determined to be impaired or who fails to intervene appropriately on behalf of an impaired student. Counseling students who violate either the Professional Relationships policy or the Impairment policy will receive one of the following recommendations:

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 is placed on remediation it may include, but is not limited to, retaking courses, participating in personal counseling, academic suspension or academic dismissal.

If a student disagrees with the faculty'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 Provost.

See the MAC Student Handbook for more information regarding the evaluation of students' non-academic performance.

MASTER OF ARTS IN COUNSELING CURRICULUM

All candidates seeking the MA in Counseling degree must complete the following courses and field experience.

CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION

Foundation Courses (Must be taken as first four courses).....	Semester Hours
COU 502 Introduction to Professional Counseling Identity	1
COU 503 Human Growth and Development.....	3
COU 504 Theories of Counseling.....	3
COU 532 Professional Issues in Counseling: Legal and Ethical	3
Core Courses	
COU 505 Techniques of Counseling.....	3
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 522 Counseling Children and Adolescents	3
COU 535 Couples, Relationships, and Families	2
COU 537 Social Foundations in Cross-Cultural Counseling	3
COU 611 Trauma and Crisis	3
COU 613 Trauma Intensive and Integrated Treatment Modalities ..	1
COU 637 Chemical Dependency and Substance Abuse.....	3
COU 654 Human Sexuality.....	1
Clinical Courses	
COU 512 Clinical Mental Health and Agency Counseling.....	2
COU 609 Etiology and Diagnosis of Mental Disorders	3
COU 610 Treatment of Emotional and Mental Disorders.....	3
COU 645 Seminar: Current Issues in Counseling	1-3
Field Experience	
COU 580 Practicum in Clinical Counseling.....	3
COU 583 Internship Experience for Clinical Counseling	6
COU 690 Comprehensive Examination.....	0

SCHOOL COUNSELING CONCENTRATION

Foundation Courses (Must be taken as first four courses).....	Semester Hours
COU 502 Introduction to Professional Counseling Identity	1
COU 503 Human Growth and Development.....	3
COU 504 Theories of Counseling.....	3
COU 532 Professional Issues in Counseling: Legal and Ethical	3
Core Courses	
COU 505 Techniques of Counseling.....	3
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 522 Counseling Children and Adolescents	3
COU 535 Couples, Relationships, and Families	2
COU 537 Social Foundations in Cross-Cultural Counseling	3
COU 611 Trauma and Crisis	3
COU 613 Trauma Intensive and Integrated Treatment Modalities ..	1
COU 637 Chemical Dependency and Substance Abuse.....	3
COU 654 Human Sexuality.....	1
School Courses	
COU 519 Organization and Administration of School Guidance ...	3
COU 545 Seminar: Current Issues in Counseling	1-3
Field Experience	
COU 594 Practicum in School Counseling.....	3
COU 595 Internship Experience for School Counseling.....	6
COU 690 Comprehensive Examination.....	0

CLINICAL MENTAL HEALTH OR SCHOOL LICENSURE-ONLY ENDORSEMENT

Candidates seeking the clinical mental health counseling endorsement or school counseling endorsement to meet licensure requirements must (1) have declared a distinct primary concentration; and (2) completed coursework and field experiences required for licensure by the Ohio Counselor, Social Worker, and Marriage/Family Therapy Board, courses listed in the School Counseling Licensure Program and field experiences required by the Ohio Department of Education. Students completing the Licensure Endorsements must consult with their Academic Advisor to develop a specific plan geared toward their individual needs. Students adding the School Counseling Endorsement for licensure are permitted to take either the Practicum in School Counseling or the Practicum in Clinical Counseling. However, students adding the Clinical Mental Health Counseling Endorsement for licensure must take both the Practicum in School Counseling and the Practicum in Clinical Counseling.

CLINICAL MENTAL HEALTH COUNSELING ENDORSEMENT

Required Courses.....	Semester Hours
COU 512 Clinical Mental Health and Agency Counseling.....	3
COU 580 Practicum in Clinical Counseling	3
COU 583 Internship Experience for Clinical Counseling	6
COU 609 Etiology and Diagnosis of Mental Disorders.....	3
COU 610 Treatment of Emotional and Mental Disorders.....	2
Choose 3 credits from: COU 535, Couples, Relationships, and Families; COU 545, Seminar: Current Issues in Counseling; COU 611, Trauma and Crisis; COU 613, Trauma Intensive and Integrated Treatment Modalities; COU 637, Chemical Dependency and Substance Abuse; or COU 654, Human Sexuality	

SCHOOL COUNSELING ENDORSEMENT

Required Courses.....	Semester Hours
COU 519 Organization and Administration of School Guidance...	3
COU 522 Counseling Children and Adolescents	3
COU 594 Practicum in School Counseling, or COU 580 Practicum in Clinical Counseling	3
COU 595 Internship Experience for School Counseling.....	6
Choose 4 credits from: COU 535, Couples, Relationships, and Families; COU 545, Seminar: Current Issues in Counseling; COU 611, Trauma and Crisis; COU 613, Trauma Intensive and Integrated Treatment Modalities; COU 637, Chemical Dependency and Substance Abuse; or COU 654, Human Sexuality	

FIELD EXPERIENCE: PRACTICUM AND INTERNSHIP

The purpose of the field experience is to allow counseling students to apply basic knowledge, skills, and professional values to actual practice settings specific to the emphasis of their program of study. Practicum and internship students ground their work in theory and discuss their work accordingly. The on-site field experience provides an opportunity to integrate theory and practice. The field experience is a reciprocal arrangement: counseling students exchange their work in return for on-the-job training and experience in the field. The end result ultimately is the promotion of professional development, integration of skills, theoretical knowledge, and the reinforcement of competence. The program is designed to reinforce in the counseling student a sense of professional identity. The field placement setting; the interaction of staff, clients, and students; 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. Students should consult the Field Experience Handbook in conjunction with the catalog for all details and expectations.

All students in the Master of Arts in Counseling Program are required to complete a 100 hour Practicum (3 Sem. hrs.) In addition, all students complete an internship for a total of 600 hours.

Standards of Practice:

Practicum and Internship in Clinical Mental Health Counseling

In both Practicum and Internship experiences in clinical 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 counselor, and provide highly skilled service to the agency where they will work. In these experiences, students are expected to act in an ethical and professional 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 counselors to work within an agency 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 membership in a variety of professional organizations including the American Counseling Association (ACA) and American Mental Health Counseling Association (AMHCA).

The Internship in Clinical Mental Health Counseling for the Master of Arts Program at Heidelberg University 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.

COU 580 – Practicum and COU 583 – Internship 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 Guide to the MAC Field Experience handbook located on the MAC website. Additionally, hard copies are also available in the Graduate Office. In short, the following procedures must be followed to be eligible for practicum or internship:

1. Students must have their practicum and internship sites/plans pre-approved by the Field Experience Coordinator 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 agency personnel to make sure that the site and the site supervisor can provide the type of experience determined by CACREP and Heidelberg University's Graduate Studies in Counseling Program. Samples of interview questions are provided on our website. While you are asked to make an initial contact with a possible on-site supervisor to discuss the suitability of the site, all potential sites are subject to approval by the Heidelberg Graduate Counseling department. Students should approach a prospective site as though it were a prospective employer and conduct themselves as if seeking employment and being interviewed for a job. Agency personnel have the ultimate authority to approve or disapprove of your placement with their organization.
2. The Petition for Practicum/Internship Form must be completed by the student, signed by the proposed site supervisor, and submitted with supporting documentation to the Graduate Administrative Assistant by the posted deadlines of the semester prior to enrollment. Petition forms are available in the Field Experience Handbook, the MAC office, or via the website. Students must submit a new petition for each term of the practicum/internship sequence. Additionally, for students with more than one site, a separate Petition form must be submitted for each site.
3. Students must provide proof of current liability insurance and documentation of an active supervisor's Ohio license/certification must also be included in the Petition packet. Upon approval of the petition, students are notified and provided instructions on how to proceed and register for their course. Students cannot register for COU 580 or COU 583 without prior authorization.

Clinical Mental Health Counseling Practicum and Internship Content

The clinical counseling Practicum and Internship are courses that focus on the application

of knowledge and skills applicable to community counseling. Practicum experiences, as defined by CACREP, are supervised community experiences in which the student develops basic counseling skills and integrates professional knowledge. The Internship experience, as defined by CACREP, is a post-practicum, supervised capstone clinical experience in which the student refines and enhances basic counseling knowledge and 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 must be direct face-to-face counseling service with clients conducting individual, couples, family, or group counseling. Direct service is defined as time spent working with clients. Direct hours are hours completed within an agency setting under the direct supervision of an approved site supervisor.
2. For Internship, 600 total contact hours are required to occur in a clinical counseling setting. A minimum of 240 of these clock hours need to be direct counseling service with clients conducting individual, couples, family, or group counseling. Direct service is defined as time spent working with clients. Direct hours are hours completed within an agency 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 professional counselors are responsible; present formal case studies, discuss case conceptualization issues, understand mental health agency culture, and various agency-based meetings. Students will have the opportunity to interact with other agency professionals and fully understand the ethical implications of professional 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.

Site Supervision: Clinical Mental Health Counseling 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 in the state of Ohio as a Licensed Professional Clinical Counselor with Supervision Endorsement (LPCC-S),
2. A minimum of two years of clinical counseling experience, and
3. Knowledge of the Program's expectations, requirements, and evaluation procedures.

Site Selection: Ethical and Legal Implications

1. Students who wish to select their place of employment as a possible Practicum or Internship site are required to set up an appointment with the Field Experience Coordinator to discuss plans to avoid dual relationship issues.
2. Students who are employed by the agency they will use as a field placement site may not use their employment hours to fulfill requirements for Practicum and Internship. After a discussion with the Field Experience Coordinator, a supplemental contract will be established, to be signed by the site supervisor, 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 Field Experience Coordinator.

Standards of Practice:

Practicum and Internship in School Counseling

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 membership in a variety of professional organizations including the American Counseling Association (ACA) and the American School of Counselor Association (ASCA).

COU 594 – Practicum and COU 595 – Internship Eligibility: To be eligible for Practicum or Internships in the school counseling concentration, 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. In short, the following procedures must be followed to be eligible for practicum or internship:

1. Students must have their practicum and internship sites/plans pre-approved by the Field Experience Coordinator 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 University's Graduate Studies in Counseling Program. **Note: As students are applying for K-12 licensure as professional school counselors, they will be required to gain field experience across educational levels. See the Field Experience Handbook for details. Samples of interview questions are provided on our website. While you are asked to make an initial contact with a possible on-site supervisor to discuss the suitability of the site, all potential sites are subject to approval by the Heidelberg Graduate Counseling department. Students should approach a prospective site as though it were a prospective employer conducting themselves as if seeking employment and being interviewed for a job. School personnel have the ultimate authority to approve or disapprove of your placement with their organization.
2. The Petition for Practicum/Internship Form must be completed by the student, signed by the proposed site supervisor, and submitted by the posted deadlines of the semester prior to enrollment. Petition forms are available in the Field Handbook, the MAC office, or via the website. Students must submit a new petition for each term of the practicum/internship sequence. Additionally, for students with more than one site, a separate Petition form must be submitted for each site. Students are discouraged from taking field experience at a site where they are currently employed, particularly as a teacher or support personnel. Students should consult with their academic advisor before applying to such sites.
3. Students provide proof of current liability insurance and documentation of an active supervisor's Ohio license/certification must also be included in the Petition packet. Upon approval of the petition, students are notified and provided instructions on how to proceed and register for their course. Students cannot register for COU 594 or COU 595 without prior authorization.

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 post-practicum, 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 face-to-face 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 face-to-face time spent working with clients. 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.

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, and
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 are required to set up an appointment with the Field Experience Coordinator to avoid dual relationship issues.
2. Students who are employed by outside agencies and assigned to schools may not use their employment hours to fulfill requirements for Practicum and Internship. After a discussion with the Field Experience Coordinator, a supplemental contract will be established, to be signed by the site supervisor, 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 Field Experience Coordinator.

HONOR SOCIETY

Chi Sigma Iota. The Heidelberg Sigma Phi Beta Chapter of Chi Sigma Iota is the international honor society for counselors in training, counselor educators, and professional counselors. The society was established in 1985 through the efforts of leaders in the counseling profession whose desire was to provide recognition for outstanding achievement and service within the counseling profession. The Chi Sigma Iota mission is to promote scholarship, research, professionalism, leadership, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

COUNSELING COURSE DESCRIPTIONS

COU 501. ORIENTATION WORKSHOP (0 sem. hrs.) The MAC New Student Orientation is required of all new students. This Orientation workshop begins the MAC Graduate experience as it provides the student's indoctrination into the counseling program. During this workshop, students are introduced to the campus, campus services, College administration, and department faculty. It also allows an integrative discussion of the requirements of the MAC program. Students are provided copies of the Graduate College Catalog and MAC Handbook. (Fall)

COU 502. INTRODUCTION TO PROFESSIONAL COUNSELING IDENTITY (1-2 sem. hrs.) This class is an exploration and introduction to the field of professional counseling. Students will develop skills necessary to be successful in a graduate counseling program. This course will focus on exploring the roles and responsibilities of counselors and will also address professional identity and professional behavior. Additionally, students will explore strategies for personal and professional self-evaluation and implications for counseling practice. The second credit hour is intended for students pending formal admission to the Graduate Studies in Counseling program, and will focus on issues and skills necessary to be successful in a graduate counseling program. (Fall)

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. (Summer)

COU 504: THEORIES OF COUNSELING (3 sem. hrs.) This course is designed to provide students with foundations, contextual dimensions, and analysis of current counseling theories. Students will learn theories of interpersonal and additions within a multicultural context. This course is designed to help students learn major theoretical systems of counseling and psychotherapy, with an emphasis on how clients in therapy change and how to conceptualize clients' presenting concerns from theoretical points of view and approaches to develop integrative intervention strategies for dealing with psychological, emotional, career, relationship and adjustment concerns across the lifespan within a diverse population. (Fall)

COU 505. TECHNIQUES OF COUNSELING (3 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. (Fall)

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 504, 505) (Spring)

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. There is an additional fee with this course. (Prerequisites: COU 503, 504, 505) (Fall)

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. (Prerequisites: COU 503, 504, 505) (Fall)

COU 512. CLINICAL MENTAL HEALTH AND AGENCY COUNSELING (2 sem. hrs.) This introductory class is designed to meet the specific standards for clinical mental health counselors as suggested by the Council for Accreditation of Counseling Related Educational Programs. This class will provide an overview of community agency and clinical mental health counseling, addressing such issues as the foundations of community counseling, the role of the counselor in providing clinical mental health counseling and community counseling, prevention, outreach, systemic issues, multicultural issues, trauma, emergency preparedness, professional and client advocacy and social change, and service delivery programs. Effective dimensions of assessment, treatment, and diagnostics will be presented. The importance of ethical, legal issues and consultation in community agencies will also be discussed. (Spring)

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. There is an additional fee with this course. (Prerequisite: COU 503) (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 the role of the school counselor, the three domains of counseling, and the corresponding student competencies. (Prerequisites: COU 504, 505) (Spring)

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. (Prerequisites: COU 503, 504, 505) (Summer)

COU 532. PROFESSIONAL ISSUES IN COUNSELING: LEGAL AND ETHICAL (3 sem. hrs.) This course is designed to provide an orientation to counseling as a profession including the history, roles, and organizational structure and help students develop a personal framework for ethical action and to become more effective in addressing ethical issues in the field of professional counseling. Emphasis will be placed on understanding and identifying relevant legal and ethical issues in school and mental health counseling, including ethical decision-making protocols. This course will use the American School Counselor Association (ASCA), the American Counseling Association (ACA) and its affiliates, the Ohio Licensure Board (CSWMFT), and the Ohio Department of Education (ODE) ethical standards to build a theoretical framework for approaching ethical dilemmas in a systematic way. Students will also become familiar with relevant Ohio statutes and federal laws. It is intended to deepen awareness of new and emerging ethical issues and provide the tools necessary for the entry level professional. (Fall)

COU 535. COUPLES, RELATIONSHIPS, AND FAMILIES (2 sem. hrs.) This course is designed to assist students in gaining a broad background in couple and family systems assessment, prevention, and intervention for various family and behavioral health concerns. The course will cover the tenets of systems orientation and the number of models of family behavior and family counseling - including evidenced-based practices in the field of couple and family counseling. This course will also explore the influence of culture and other contextual variables on family development. (Pre-requisites: COU 504, 505) (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. (Prerequisite: 532) (Spring)

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. (As needed)

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. (Prerequisites: COU 503, 504, 505 and approval of Program Director) (As needed)

COU 580. PRACTICUM IN CLINICAL COUNSELING (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. There is an additional fee with this course. (Prerequisite: COU 609) (Fall, Spring, Summer) (Pass/Fail)

COU 583. INTERNSHIP EXPERIENCE FOR CLINICAL COUNSELING (1–6 sem. hrs) An advanced practice and application of clinical counseling principles with clients in an agency or behavioral health setting under supervision by a professional clinical counselor with supervision designation. In class, students will participate in group supervision with an emphasis on examining and developing case conceptualization, improving counseling skills, and implementing intervention strategies within a diverse society. Professional identity as a counselor will also be emphasized. Counseling skills will be critiqued through the use of live and/or taped observations in class, in the field, and in the Counseling Laboratory. 600 total clock hours of internship required for state licensure. Every credit hour is equivalent to 100 clock hours. Students may repeat COU 583 up to six times and must complete a total of six credit hours for licensure. There is an additional fee with this course. (Prerequisite: COU 580) (Fall, Spring, Summer) (Pass/Fail)

COU 594. PRACTICUM IN SCHOOL COUNSELING (3 sem. hrs) Students will complete a practicum involving guidance and counseling activities in a K–12 school setting. The student will complete a minimum of 100 contact hours (40 hours of direct service with clients, including experience in individual counseling, consultation, and group work) under the direct supervision of a licensed/certified school counselor in an educational setting acceptable to the student, the cooperating school personnel, and the Heidelberg faculty supervisor. 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. Professional identity as a counselor will also be emphasized. Counseling skills will be critiqued through the use of live and/or taped observations and/or role plays in the classroom and Counseling Laboratory. See detailed description of Standards of Practice at the end of the course descriptions. There is an additional fee with this course. (Prerequisites: COU 508, 510, 511, 518, 519, 522, 537) (Fall, Spring) (Pass/Fail)

COU 595. INTERNSHIP EXPERIENCE FOR SCHOOL COUNSELING (1–6 sem. hrs) An advanced practice and application of school counseling principles that provides an opportunity for students to receive on-the-job training and experience in an approved school setting. It includes, but is not limited to, individual counseling, group work, developmental classroom guidance, IEP meetings, parent meetings, and consultation. In class, students will participate in group supervision with an emphasis on school counseling skills and the development of a comprehensive school counseling program. Professional identity as a counselor will also be emphasized. Counseling skills will be critiqued through the use of live and/or taped observations in class, in the field, and in the Counseling Laboratory. 600 total clock hours of internship required for state licensure. Every credit hour is equivalent to 100 clock hours. Students may repeat COU 595 up to six times and must complete a total of six credit hours for licensure. See a detailed description of Standards of Practice in the graduate catalog after the course descriptions. There is an additional fee with this course. (Prerequisite: COU 580 or 594) (Fall, Spring, Summer) (Pass/Fail)

CLINICAL COURSE DESCRIPTIONS

COU 609. ETIOLOGY AND DIAGNOSIS OF MENTAL DISORDERS (3 sem. hrs.) Covers the structure and uses of the current Diagnostic and Statistical Manual for Mental Disorders (DSM) and the International Classification of Diseases (ICD) systems for diagnosing mental and emotional disorders. Additional focus will be on the development and recognition of a framework for identifying symptomatology, etiology, and psychodynamics of mental and emotional disorders, including differential diagnoses. The course will also instruct on diagnostic assessment interview skills as well as conducting mental status examinations. The impact of sociocultural factors in diagnosis will be identified. (Prerequisites: COU 502, 503, 504, 532) (Spring)

COU 610. TREATMENT OF EMOTIONAL AND MENTAL DISORDERS (2 sem. hrs.) Students will review evidence-based and emerging treatment interventions for mental and emotional disorders. Students will be able to provide rational and cite research which supports their choice of a particular intervention for use with a given problem area, population, age group, or cultural group. Additional students will be provided with a basic introduction to psychopharmacology and the use of drugs by medical doctors when treating mental and emotional disorders. (Prerequisite: COU 609) (Summer)

COU 611. TRAUMA AND CRISIS (3 sem. hrs.) This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the

nation and in the world. They explore and discuss topics related to counselor competencies, vicarious trauma, specific diagnoses, and advocacy. Students also engage in assignments designed to provide practical application of crisis assessment. Students consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response. (Prerequisites: COU 504, 505) (Spring)

COU 613. TRAUMA INTENSIVE AND INTEGRATED TREATMENT MODALITIES (1 sem. hr.) An overview of trauma, its impact on individuals, and content related to trauma that may be encountered in the professional counseling setting. Topics include theories, techniques, interventions of trauma and crisis counseling, etiology, diagnosis and treatment of Post-Traumatic Stress Disorder (PTSD), clinical interventions, and evidenced-based treatment modalities. A component of this course will include Equine Assisted Therapy. (Prerequisites: COU 504, 505) (Summer)

COU 637. CHEMICAL DEPENDENCY AND 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: COU 503, 504, 505) (Spring)

COU 654. HUMAN SEXUALITY (1 sem. hr.) An overview of the physiological, psychological, and sociological aspects of human sexuality including varied sexuality issues which may be encountered in professional counseling practice. Some of the topics that will be covered are sexual relationships, sexual communication, sexual behaviors, sexual orientations, paraphilias, sexual aggression, pornography, and sex work. (Summer)

COU 690. COMPREHENSIVE EXAMINATION (0 sem. hrs.) The comprehensive examination is intended to be one of the culminating experiences of the graduate program. The exam is offered in February for May graduates, in September for December graduates, and in June for August graduates. MAC Candidates must register for COU690: Comprehensive Examination in the term prior to their expected graduation. Candidates who fail to register for COU690 by the Last Day to Add listed on the Graduate Studies Calendar for each semester will be ineligible to take the exam and unable to graduate by their expected date. The Comprehensive Examination is a multiple choice exam designed to evaluate accrued knowledge across the eight CACREP core areas and the concentration area (clinical, school, or both clinical and school) that the student is pursuing. The exam consists of eight subtests in the core area along with the subtest(s) for the specialization area(s). Candidates have a total of four hours to complete the entire exam. Candidates will not be considered for graduation until they have passed the comprehensive examination with a minimum score of 70% in each of the subtests.

Candidates who fail any section of the examination will have 30 days to prepare for a second attempt at which time they will retake only those sections failed. If a candidate fails the exam a second time, he/she may not retake it until the next offering. If a candidate 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.

MASTER OF ATHLETIC TRAINING PROGRAM

MISSION STATEMENT

Heidelberg's Athletic Training Program is designed to prepare the Athletic Training student for the certification process and examination administered by the Board of Certification (BOC), as well as a career as a Certified Athletic Trainer (ATC) in a variety of professional settings.

PROGRAM GOALS AND OBJECTIVES

1. The Athletic Training Program will prepare graduate students to enter the athletic training profession by developing competency in:
 - a. Evidence Based Practice
 - b. Prevention and Health Promotion
 - c. Clinical Diagnosis and Examinations
 - d. Acute Care of Injury and Illness
 - e. Therapeutic Interventions
 - f. Psychosocial Strategies and Referral
 - g. Health Care Administration
 - h. Professional Development and Responsibilities
2. Teach the knowledge, skills, and values that will aid the entry-level Certified Athletic Trainer in becoming a successful Allied Health Care Professional.
3. Expose students to a variety of related clinical education settings and other educational experiences.
4. Promote involvement in research and professional development.
5. Promote high ethical and moral standards as well as personal conduct.

ADMISSION REQUIREMENTS

Admission to the Master of Athletic Training Program is competitive and selective. Applicants are required to complete the online application and submit on or before April 1. The prerequisites for admission are as follows:

1. Required Prerequisite Coursework
 - a. Anatomy
 - b. Physiology
 - c. Medical Terminology
 - d. Introductory Psychology
 - e. Kinesiology/Biomechanics
 - f. Pharmacology
 - g. Pathology
 - h. General Chemistry
 - i. Physics
 - j. Statistics
2. Recommended Prerequisites
 - a. Nutrition
 - b. Exercise Physiology
 - c. First Aid/AED/CPR/EMT Certifications
3. Additional Requirements
 - a. A minimum College/University bachelor's degree from an accredited institution with a cumulative GPA of 3.0 and a prerequisite GPA of 3.0.
 - b. A minimum of 50 clinical observation hours under the direct supervision of a Board of Certification (BOC) and state credentialed, certified athletic trainer.

MASTER OF ATHLETIC TRAINING CURRICULUM

Course.....	Semester Hours
ATR 500 Special Topics.....	2
ATR 513 Anatomy for Orthopedic Assessment.....	2
ATR 545 Lower Extremity Evaluation.....	4
ATR 552 Taping and Bracing.....	1
ATR 560 Medical Imaging and Diagnostics.....	2
ATR 568 Medical Evaluation and Documentation.....	1
ATR 569 Axial and Abdominal Evaluation.....	4
ATR 570 Clinical Proficiencies I.....	2
ATR 571 Clinical Proficiencies II.....	2
ATR 580 Advanced Emergency Care.....	3
ATR 590 Research Methods I.....	2
ATR 595 Advanced Professional Practice.....	2
ATR 601 BOC Prep.....	2
ATR 650 Upper Extremity Evaluation.....	3
ATR 670 Clinical Proficiencies III.....	2
ATR 671 Clinical Proficiencies IV.....	2
ATR 681 Therapeutic Interventions I.....	4
ATR 682 Therapeutic Interventions II.....	4
ATR 685 Organization and Administration of Athletic Training.....	2
ATR 690 Research Methods II.....	1
ATR 691 Research Methods III.....	2

HONOR SOCIETY

Iota Tau Alpha, Athletic Training Education Honor Society’s purpose shall be to function as an honor and professional society for students of Athletic Training Programs. The Beta Gamma Chapter of Iota Tau Alpha activities shall be designed to stimulate interest, scholarly attainment, investigate in Athletic Training Education, and promote the dissemination of information and new interpretations of the Society’s activities among students of Athletic Training Programs.

ATHLETIC COURSE DESCRIPTIONS

ATR 500. SPECIAL TOPICS (2 sem. hrs.) This course examines special topics pertaining to the field of athletic training and sports medicine. Topics will vary based on the student’s need for advanced information. This course will be conducted as a 2 credit hour lecture-based course. (Prerequisite: admission into the MAT program) (Fall)

ATR 513. ANATOMY FOR ORTHOPEDIC ASSESSMENT (2 sem. hrs.) This course introduces the detailed anatomical components of the human body necessary to recognize, evaluate and treat orthopedic injuries and conditions, specifically bones, muscles, tendons, ligaments, and neurovascular structures. This course is designed to introduce the structures of human anatomy and explain how these structures are involved in human movement. In addition to numerous illustrations within the text, there are hands-on experiences performed to enhance the learning of human anatomy. On successful completion of the course, students should be able to identify and understand the anatomical structures essential for an orthopedic and neurovascular assessment. This course will be conducted using 1 hour of lecture and 1 hour of laboratory work. (Prerequisite: admission into the MAT program) (Fall)

ATR 545. LOWER EXTREMITY EVALUATION (4 sem. hrs.) This course presents advanced knowledge, skills, and values necessary to recognize and assess orthopedic and neurovascular injuries present in athletic and physically active populations pertaining to the lower extremity. Students will be expected to use an organized evaluation process and clinical reasoning in addition to evidence-based practice in order to correctly diagnose injury and select subsequent treatment options. Emphasis will be placed on hands-on class participation in addition to lecture and instructor demonstrations. This course will include 3 hours of lecture and 1 hour of laboratory work. (Prerequisites: admission into the MAT program; ATR 513, 569) (Spring)

ATR 552. TAPING AND BRACING (1 sem. hr.) This lecture and laboratory course will teach students psychomotor skills involved with taping, bracing, splinting and other manual skills associated with the management of athletic injuries. This course will include 1 hour of laboratory work. (Prerequisite: admission into the MAT program) (Summer)

ATR 560. MEDICAL IMAGING AND DIAGNOSTICS (2 sem. hrs.) This course will be an introduction to diagnostic imaging and medical testing, the mechanisms behind diagnostic imaging, screening and testing and purpose of each, along with the risks, benefits and alternatives to each diagnostic imaging and testing. Clinical applications of diagnostic imaging in different settings will also be discussed. This course will be conducted as a 2 credit hour lecture-based course. (Prerequisites: admission into the MAT program; ATR 513, 569) (Spring)

ATR 568. MEDICAL EVALUATION AND DOCUMENTATION (1 sem. hr.) This course is designed to provide students with an intensive, thorough study of orthopedic and neurovascular evaluation techniques used by sports medicine professionals to assess orthopedic and athletic related injuries. Students will understand how to properly document medical-related patient histories, observations, palpitations, range of motion testing, strength testing, neurovascular, and injury-specific testing for common orthopedic and neurovascular conditions. They will apply their medical terminology background into their documentations and practical evaluations. Lecture, demonstration, and practical experience will be the instructional methods used to help students gain knowledge and confidence in their orthopedic and athletic injury assessment techniques. This course will be conducted as a 1 credit hour lecture-based course. (Prerequisite: admission into the MAT program) (Summer)

ATR 569. AXIAL AND ABDOMINAL EVALUATION (4 sem. hrs.) This course presents advanced knowledge, skills, and values necessary to recognize and assess orthopedic and neurovascular injuries in athletic and physically active populations pertaining to axial skeleton and abdominal regions. Students will be expected to use an organized evaluation process and clinical reasoning in addition to evidence-based practice in order to correctly diagnose injury and select subsequent treatment options. This class will also focus on general medical conditions including but not limited to skin conditions, cardiac and respiratory conditions, gastrointestinal conditions, and conditions relating to the ear, nose, throat and mouth. Emphasis will be placed on hands-on class participation in addition to lecture and instructor demonstrations. This course will include 3 hours of lecture and 1 hour of laboratory work. (Prerequisite: admission into the MAT program) (Fall)

ATR 570. CLINICAL PROFICIENCIES I (2 sem. hrs.) Under the direct supervision of a Heidelberg University Athletic Training Program Preceptor at an Athletic Training Program affiliate site, Athletic Training Program students will learn entry-level skills related to the practice of athletic training relevant to their skill and level of knowledge. This course will be conducted as a 2 credit hours course, 1 hour will consist of in-class lecture and discussion and the remaining hours will be devoted to clinical experiences. (Prerequisites: admission into the MAT program; ATR 552, 568, 580) (Fall)

ATR 571. CLINICAL PROFICIENCIES II (2 sem. hrs.) Under the direct supervision of a Heidelberg University Athletic Training Program Preceptor at an Athletic Training Program affiliate site, Athletic Training Program students will learn entry-level skills related to the practice of athletic training relevant to their skill and level of knowledge. This course will be conducted as a 2 credit hours course, 1 hour will consist of in-class lecture and discussion and the remaining hours will be devoted to clinical experiences. (Prerequisites: admission into the MAT program; ATR 513, 569, 570) (Spring)

ATR 580. ADVANCED EMERGENCY CARE (3 sem. hrs.) This course is designed to teach athletic training students how to respond to various emergency medical situations. It includes professional training in first aid techniques, splinting, Cardiopulmonary Resuscitation (CPR), Automated External Defibrillation (AED), supplemental oxygen, and methods to prevent disease transmission for allied health care professionals. This course explores various methods to manage acute injuries and illness common to the physically active population including incorporating hands-on training in the implementation of emergency care techniques. 2 hours of lecture and 1 hour of laboratory work. (Prerequisite: admission into the MAT program) (Summer)

ATR 590. RESEARCH METHODS I (2 sem. hrs.) Students will gain an understanding of research in Athletic Training. Students will also learn how to build and expand knowledge for development and improvement of healthcare by academicians and clinicians at all levels. Course topics will include understanding different types of research, research writing style, formulating a topic and effectively reviewing the literature. The course will also help students develop the critical skills necessary to interpret and to convey research results. This course will be conducted as a 2 credit hour lecture-based course. (Prerequisites: admission into the MAT program; ATR 570, 571) (Summer)

ATR 595. ADVANCED PROFESSIONAL PRACTICE (2 sem. hrs.) This course is designed to address medical ethics and what it means to be culturally competent. Students will be exposed to a variety of ethical dilemmas, psychosocial issues, and be educated on the Athletic Training Code of Ethics. Students will also learn how to work with diverse people and treat patients with the care that they need, regardless of race, religion, and nationality. 2 credit hour course. (Prerequisites: admission into the MAT program; ATR 570) (Spring)

ATR 601. BOC PREP (2 sem. hrs.) This course is designed to prepare students for the Board of Certification (BOC) exam. Students will be assisted in the application process for the BOC exam. Students will take a practice BOC exam to determine their strengths and weaknesses in the five domains of the exam: Injury and Illness Prevention and Wellness Promotion; Examination, Assessment and Diagnosis; Immediate and Emergency Care; Therapeutic Intervention; and Healthcare Administration and Professional Responsibility. After understanding their weaknesses, the course will focus on improving proficiency in those areas with various forms of review and testing. Upon completion of this course, students will be better prepared to sit for the BOC examination. 2 credit hour seminar course. (Prerequisite: ATR 670) (Spring)

ATR 650. UPPER EXTREMITY EVALUATION (3 sem. hrs.) This course presents advanced knowledge, skills, and values necessary to recognize and assess orthopedic and neurovascular injuries present in athletic and physically active populations pertaining to the upper extremity. Students will be expected to use an

organized evaluation process and clinical reasoning in addition to evidence-based practice in order to correctly diagnose injury and select subsequent treatment options. Emphasis will be placed on hands-on class participation in addition to lecture and instructor demonstration. This course will include 2 hours of lecture and 1 hour of laboratory work. (Prerequisites: ATR 545, 569) (Fall)

ATR 670. CLINICAL PROFICIENCIES III (2 sem. hrs.) Under the direct supervision of a Heidelberg University Athletic Training Program Preceptor at an Athletic Training Program affiliate site, Athletic Training Program students will learn entry-level skills related to the practice of athletic training relevant to their skill and level of knowledge. This course will be conducted as a 2 credit hours course, 1 hour will consist of in-class lecture and discussion and the remaining hours will be devoted to clinical experiences. (Prerequisites: admission into the MAT program; ATR 570, 571) (Fall)

ATR 671. CLINICAL PROFICIENCIES IV (2 sem. hrs.) Under the direct supervision of a Heidelberg University Athletic Training Program Preceptor at an Athletic Training Program affiliate site, Athletic Training Program students will learn entry-level skills related to the practice of athletic training relevant to their skill and level of knowledge. This course will be conducted as a 2 credit hours course, 1 hour will consist of in-class lecture and discussion and the remaining hours will be devoted to clinical experiences. (Prerequisites: admission into the MAT program; ATR 570, 571, 670) (Spring)

ATR 681. THERAPEUTIC INTERVENTIONS I (4 sem. hrs.) This sequential course within the Athletic Training Program introduces the knowledge and skills necessary to plan, implement, and evaluate the efficacy of therapeutic interventions, in treatment planning for injuries, conditions, and/or illnesses sustained by physically active patients falling within the legal scope of practice for Athletic Trainers that are Certified (ATC) and Licensed (AT) to practice under the direction of a licensed physician in the state of Ohio. Comprehensive examination of the theory and clinical application of therapeutic interventions including rehabilitations and modality treatments for orthopedic patients during the inflammatory and proliferative phases of healing. AT students will critically evaluate and apply current research into clinical practice. This course will consist of 3 hours of lecture with 1 hour of laboratory activities. (Prerequisites: ATR 545, 560, 569) (Fall)

ATR 682. THERAPEUTIC INTERVENTIONS II (4 sem. hrs.) This course introduces the knowledge and skills necessary to plan, implement, and evaluate the efficacy of therapeutic exercise for the treatment of soft tissue injuries and other relevant conditions and illnesses commonly suffered by athletes and physically active individuals. Comprehensive examination of the theory and clinical application of therapeutic interventions including rehabilitations and modality treatments for orthopedic patients during the remodeling phase of healing. AT students will critically evaluate and apply current research into clinical practice. This course will consist of 3 hours of lecture with 1 hour of laboratory activities. (Prerequisite: ATR 681) (Spring)

ATR 685. ORGANIZATION AND ADMINISTRATION OF ATHLETIC TRAINING (2 sem. hrs.) This course will provide the students with knowledge, skills, and values required of the entry-level health care provider to develop, administer and manage a healthcare facility and associated venues providing health care for the physically active. Students will gain understanding and skills necessary for the administration of an athletic training program. The course incorporates knowledge of ethics, policies, procedural insurance information, liability, facility management, and record-keeping in athletic training. This course will be conducted as a 2 credit hour lecture-based course. (Prerequisites: ATR 560, 570, 571) (Summer)

ATR 690. RESEARCH METHODS II (1 sem. hr.) Students will gain an understanding of research methods used to study the effectiveness of healthcare skills and practices. Students will also learn how to build and expand knowledge for development and improvement of healthcare by academicians and clinicians at all levels. Course topics will include examining measurement instruments, sampling procedures, research designs, data collection methods, program evaluation, evaluation of practice, quantitative and qualitative research, ethical issues, IRB paperwork and the writing of research reports. This course will be conducted as a 1 credit hour lecture-based course. (Prerequisite: ATR 590) (Fall)

ATR 691. RESEARCH METHODS III (2 sem. hrs.) Students will be exposed to the knowledge, skills, and desired characteristics and values of the entry-level health care provider. Responsibilities, professional development, national and state regulatory agencies, professional standards, and national certification examinations will be discussed. Students will complete data collection, statistical analysis and interpretation and present research findings in this third and final research sequence. This course will be conducted as a 2 credit hour lecture-based course. (Prerequisites: ATR 590, 690) (Spring)

ARIS KAPLANIS MASTER OF BUSINESS ADMINISTRATION PROGRAM

MISSION STATEMENT

The Aris Kaplanis Master of Business Administration (Kaplanis MBA) program supports Heidelberg University's mission by educating and preparing future managers to create value for any organization through 1) mastery of a broad framework of general knowledge and skills, and 2) integrating the impact of, and contributions to, business, community, and leadership development (BCALD) that foster successful outcomes for all stakeholders.

Our BCALD focus reinforces the lifelong development of Heidelberg graduates as “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.” (Source: www.heidelberg.edu/about/history-mission)

CHARACTERISTICS OF THE ARIS KAPLANIS MBA PROGRAM

The Aris Kaplanis MBA program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) through 2026. ACBSP accreditation focuses on recognizing teaching excellence, determining student learning outcomes, and a continuous improvement model. ACBSP's student-centered teaching and learning approach, which is measured and analyzed for quality, ensures that students gain the right skills from their educational investment. Institutions with programs accredited by ACBSP are committed to continuous improvement that ensures their business program will give students the skills employers want. (Source: acbsp.org/page/accreditation-overview)

The Aris Kaplanis MBA program consists of 31 credit hours distributed over nine courses at 3 hours each, plus one 2.5 credit Business, Community and Leadership Development Strategy capstone, and BCALD Strategy and 3 BCALD modules at .5 credit hours each. Full-time students complete their MBA degree in one year (three semesters: fall, spring, summer). Part-time students typically take fewer courses per semester over two or more years (see “Time Limitations”). Required courses build mastery of accounting, finance, marketing, economics, ethical communications, decision-information systems, innovation and change, and management and leadership knowledge applicable to any organization to enhance a general manager's awareness of the integrated impact of BCALD for successful outcomes. The curriculum reflects Heidelberg's commitment to the professional liberal arts tradition by emphasizing ethical, cultural, global, and career issues throughout.

PROGRAM GOALS

The Aris Kaplanis MBA program educational goals focus on qualities of mind and of person and the ability to apply general concepts and knowledge to specific situations. Students will develop mastery of leading-edge knowledge and skills, context, and abilities to:

1. Develop a leadership framework for ethical decision making and designing effective solutions that integrate successful outcomes for all stakeholders.
2. Understand how successful managers and leaders evaluate effectiveness of decisions beyond short-term financial criteria to assure sustainability, diversity, agility, and corporate responsibility in a global economy.
3. Leverage awareness from their personal strengths and challenges as leaders in business and their communities.
4. Demonstrate they can successfully work with diverse groups and teams toward a common goal.
5. Show they can respond to, and work to understand, other people's questions, perspectives, and solutions and empower others to contribute and develop as effective leaders.
6. Gain insight and practical application in building and actively adding value to professional relationships/connections, business/non-profit/community networks of stakeholders and resources, and career transitions/progressions.

APPLICATION AND ADMISSION REQUIREMENTS

In order to be considered for admission into the Aris Kaplanis Master of Business Administration program, prospective students must submit each of the following to the Coordinator of the MBA Program.

1. The completed Graduate Studies Application for Admission.
2. Transcripts will be accepted from a college or university accredited by the North Central Association of Colleges and Schools Higher Learning Commission or other regional accrediting commissions which have been recognized by the Council on Higher Education Accreditation (CHEA). Official (sealed) transcripts sent directly from all previously accredited colleges or universities are only accepted.

Applicants must have:
 - a. Earned a Bachelor's degree.
 - b. Achieved a minimum cumulative undergraduate GPA of 3.0 or higher on a 4.0 scale.
 - c. Completed the prerequisites or their equivalent. (See "Prerequisite Requirements")
 - d. In order to ensure each transfer student's academic success, the program coordinator reserves the right to place students on probationary status upon admission. In addition, any transfer student who has been dismissed from another university's graduate program and is admitted to one of Heidelberg's graduate programs will be admitted on probationary status
3. All applicants are required to submit a written statement describing how the MBA program will help with their career goals and objectives. Students must also include a copy of their resume/CV.
4. Attendance in the MBA Orientation Workshop (GSB 500). Students must register for GSB 500 MBA Orientation Workshop in their first semester. This course is a transcripted 0 credit hour requirement in which students are oriented to the commitments and expectations of the Aris Kaplanis MBA Program. The course will meet on a Saturday prior to the start of the fall semester. All students must participate. No fee is charged for taking this course.
5. International applicants must complete the above requirements in addition to the International applicant requirements explained in the Graduate Catalog.

PREREQUISITE REQUIREMENTS

Students applying for admission to the Aris Kaplanis MBA program must complete required prerequisite coursework in accounting, finance, management, marketing, and statistics with a grade of C- or better (as part of an overall minimum GPA of 3.0). The five prerequisite courses that must be completed prior to admission are:

MTH 119 Statistics I (or higher level statistics course)

ACC 190 Principles of Accounting (or ACC 201 and ACC 202)

MGT 200 Skills for Managers and Leaders

MKT 200 Marketing

FIN 301 Corporate Finance

If students do not complete these courses at Heidelberg, they must complete them at a regionally accredited institution with approved course equivalency, or demonstrate other equivalency through a combination of academic preparation, proficiency, and professional experience as determined by the MBA Coordinator. The MBA Coordinator will assess acceptability of all coursework taken previously prior to enrolling into the Aris Kaplanis MBA Program.

ADMISSION 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 at least 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 Coordinator 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 Master of Business Administration degree, if approved by the Program Coordinator. “Coursework Only” students must follow the prescribed application process.

COLLEGE SENIOR PROGRAM

Qualified Heidelberg University seniors may complete up to 18 graduate credit hours prior to completing the undergraduate degree. Qualified seniors must have a cumulative grade point average of 3.00 or higher and obtain instructor permission to take the MBA course. These MBA credits may also be simultaneously applied in meeting the undergraduate degree requirements.

AVERAGE COURSE LOAD

Students enrolled full-time will generally take three to four courses in each semester. Part-time students will generally take one to two courses per semester.

TIME LIMITATIONS

The Aris Kaplanis Master of Business Administration degree and all coursework must be completed within 6 calendar years. Coursework and/or transfer credit outside of the 6-year time limitation must be repeated.

LEAVE OF ABSENCE

A student that is not enrolled for one calendar year will have his or her student account categorized as inactive. To register for courses, the student must reactivate his or her student account by contacting Graduation Admissions.

EXTENDED LEAVE OF ABSENCE

A student may for whatever reason choose not to enroll in classes for up to two full calendar years and remain on the catalog with which he or she entered the program. Any student not enrolled in classes for a time period longer than two full calendar years must apply for readmission to the Aris Kaplanis MBA program. If readmitted, degree requirements that must be fulfilled will be those of the new catalog that is in force at the time of readmission. Completed eligible courses will be held to the 6-year time limitation.

TRANSFER CREDIT

Heidelberg University may accept up to 9 hours of graduate transfer credit to the Aris Kaplanis Master of Business Administration Program. Several factors should be noted concerning transfer credit:

1. Coursework must be comparable with the Heidelberg University Aris Kaplanis MBA program coursework. Students must submit course syllabi and catalog course descriptions along with official transcripts with any request for graduate transfer of credits.
2. 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.
3. The grade(s) in the course(s) to be transferred must be “B” or better.
4. Transfer credit will be evaluated by the academic advisor and approved by the Dean.
5. Transfer credit does not affect the cumulative grade-point average established with Heidelberg University.

TRANSIENT STUDENT POLICY

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

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. Students should note that the prerequisites with the GSB designation are not intended to be identical with the undergraduate prerequisites. Switching from a GSB prerequisite to an undergraduate sequel to that prerequisite may not be possible and will, in any case, require permission of the instructor. Students should also note that prerequisite courses may, themselves, have prerequisites.

MBA ACADEMIC YEAR

The MBA Academic Year is divided into three semesters each year; fall, spring, summer. Full-time (one-year) MBA students start in fall. Part-time students may start the MBA program in other semesters, but the fall start is recommended to ensure the best sequence and availability of courses needed to complete the program.

MBA STUDENT HANDBOOK

Additional policies and procedures concerning the Aris Kaplanis MBA program are disclosed in the MBA Student Handbook. Copies of the handbook are reviewed during program orientation. The handbook is available on the MBA web site and additional copies may be obtained from the Aris Kaplanis MBA Program Coordinator.

ARIS KAPLANIS MASTER OF BUSINESS ADMINISTRATION CURRICULUM

Total semester hours 31

Required Courses

GSB 500 MBA Program Orientation	0
GSB 501 MBA Focus on BCALD I: Journey	0.5
GSB 502 MBA Focus on BCALD II: Discovery	0.5
GSB 503 MBA Focus on BCALD III: Action.....	0.5
GSB 512 Ethical Communication for Leaders	3
GSB 521 Accounting for Managers.....	3
GSB 531 Economics for Managers	3
GSB 541 Finance for Managers.....	3
GSB 551 Marketing for Managers	3
GSB 561 Data-Driven Decisions for Managers	3
GSB 575 Managing and Leading	3
GSB 587 Leading Innovation and Change.....	3
GSB 590 Leading Integrated Strategy for BCALD	2.5
GSB Elective Course	3

ELECTIVE COURSES

Consult the course descriptions that follow for examples of electives. One or more electives will be offered each summer semester or at times in fall or spring semesters. Although we strive to offer multiple options, be aware that, at times, there may only be one elective offered. Plan your schedule in advance through consultation with the MBA Program Coordinator, as course availability may vary from year to year.

MBA COURSE DESCRIPTIONS

GSB 500. MBA PROGRAM ORIENTATION (0 sem. hrs. required, no fee) This workshop introduces the MBA student to the educational resources available at the university and expectations for student performance. The course is graded as pass or unsatisfactory.

GSB 501. MBA FOCUS ON BCALD I: JOURNEY (0.5 sem. hrs.) In BCALD I, students will begin working with the story of their journey into business, community, and leadership development. This experience will go beyond the standard definitions and industry jargon by looking through the lens of life experiences, learning from times when students faced challenges and achieved goals, and examining the greatest crucible of their life so far from multiple perspectives. This module consists of online exercises, assignments, and self-assessments, interactive discussion and feedback of selected topics and readings, and engagement with visiting leaders and activities beyond the classroom. This course is graded as pass or unsatisfactory.

GSB 502. MBA FOCUS ON BCALD II: DISCOVERY (0.5 sem. hrs.) In BCALD II, students continue to work through multiple facts of personal and professional development related to business, community, and leadership as they explore their own criteria for success, happiness, achievement, and significance. This module consists of online exercises, assignments, and self-assessments, interactive discussion and feedback of selected topics and readings, and engagement with visiting leaders and activities beyond the classroom. This course is graded as pass or unsatisfactory.

GSB 503. MBA FOCUS ON BCALD III: ACTION (0.5 sem. hrs.) In BCALD III, students determine, prioritize, and leverage their unique combination of experiences, insights, and strengths. After starting their journey and discovery, students will now put authentic leadership into action to create a plan that will guide their continued personal and professional development. This module consists of online exercises, assignments, and self-assessments, interactive discussion and feedback of selected topics and readings, and engagement with visiting leaders and activities beyond the classroom and must be taken concurrently with GSB 590, Leading BCALD Integrated Strategy. This course is graded as pass or unsatisfactory.

GSB 512. ETHICAL COMMUNICATION FOR LEADERS (3 sem. hrs.) A study of applied ethics in interpersonal communications emphasizing relationships in the workplace and among external stakeholders. Students explore variables such as culture, perception, listening, verbal and non-verbal codes, negotiation and conflict management through analysis of materials from the business environment as well as readings, case studies, and research. Applying ethical theories, principles, perspectives, and insights, students will create successful communication techniques aligning personal and professional values with informed business judgment.

GSB 515. READ TO LEAD: GREAT BOOKS FOR BCALD (3 sem. hrs.) Critical analysis of current and historically acclaimed books about business, community, and leadership development techniques, strategies, competition, and other topics by application of concepts learned throughout the MBA curriculum.

GSB 521. ACCOUNTING FOR MANAGERS (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.

GSB 531. ECONOMICS FOR MANAGERS (3 sem. hrs.) This course examines the combined effects of global and local economics tools and policies to maximize or minimize problems of business, community, and leadership development such as profit, cost, productivity, and the role of the external economic environment.

GSB 535. SPECIAL MBA TOPICS IN BCALD (3 sem. hrs.) This course will be an intensive study of selected business, community, and leadership development topics not available in current course offerings. Subject matter will vary by section and semester. This course may be repeated for a maximum of 6 credit hours if topics vary.

GSB 541. FINANCE FOR MANAGERS (3 sem. hrs.) Development of financial management decision making ability towards objectives such as maximizing profitability and value, achieving effectiveness and efficiency using financial tools and resources, ensuring proper cash flow, reducing costs and risks, and balancing different sources of capital to ensure organizational sustainability.

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

GSB 561. DATA-DRIVEN DECISIONS FOR MANAGERS (3 sem. hrs.) Students will gain the ability to transform information into actionable and verified knowledge, with applications to forecasting, marketing, product development, business intelligence, and other strategic goals, by identifying opportunities to leverage data for the organization using the most valuable data types and data sets. Through interactive

discussion and practice with tools like spreadsheets, students will develop effective communication skills with colleagues and stakeholders to apply data-driven decisions.

GSB 570. INTERNSHIP (1–3 sem. hrs.) Practical experience in a learning situation in a commercial or non-profit organization. Allows students to further develop skills and knowledge about a particular business function through direct association with a firm. Requires departmental approval of the organization in which the internship will be done and departmental review and approval of the specific experience gained. Prerequisite: Admission to the MBA program. Course can be repeated for a maximum of 6 credit hours at a different internship site.

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.

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.

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.

GSB 575. MANAGING AND LEADING (3 sem. hrs.) Insights into leading people and processes through planning, organizing, and controlling the activities of an organization toward successful outcomes for business and community stakeholders. Students will look inwardly and outwardly to continue developing their own management and leadership philosophy.

GSB 587. LEADING INNOVATION AND CHANGE (3 sem. hrs.) This course focuses on demonstrating how innovation for positive change and sustainable impact can be stimulated within the intersecting contexts of business, community, and leadership development. Students will explore innovative ways to develop new opportunities in new or existing organizations or stakeholder environments and how to inspire positive change in people.

GSB 590. LEADING INTEGRATED STRATEGY FOR BCALD (2.5 sem. hrs.) Students take the perspective of general managers to lead integrated strategic decisions through the creative combination of opportunities in the external environment, strengths and weaknesses of the organization, personal values of the key implementers, and societal expectations. This capstone combines the knowledge of all the other courses in the program to develop the critical skills of analysis and formulation of the student's strategic planning for business, community, and leadership development.

GRADUATE ENDORSEMENTS IN EDUCATION

MISSION AND VISION STATEMENT

As a regional education center that empowers excellence in students, schools, and communities, the Heidelberg University School of Education is committed to empowering innovation and fostering equity through cutting-edge teaching and community relationships.

APPLICATION AND ADMISSION REQUIREMENTS

Applications for admission to the endorsements programs will be sent to the Admissions Office. Applications are processed on a rolling basis.

Steps for Completing an Endorsement Program:

In order to be considered for admission into a program, an applicant must submit all of the following to the Admissions Office:

1. The completed Graduate Studies Application for Admission.
2. Transcripts will be accepted from a college or university accredited by the Higher Learning Commission or other regional accrediting commissions which have been recognized by the Council on Higher Education Accreditation (CHEA). Official (sealed) transcripts sent directly from a college or university reflecting:
 - a. A Bachelor's degree.
 - b. A minimum GPA of 2.75 on a 4-point scale.
*Cases where a student attended multiple undergraduate institutions may be required to submit additional transcripts from those institutions.
 - c. A copy of the applicant's current teaching license
3. International applicants must complete the above requirements in addition to the International applicant requirements explained in the Graduate Catalog.

Following receipt and approval of all application materials, the student will receive a written decision regarding their admission status. Once admitted, the applicant becomes eligible to register for courses.

ADMISSION AS A "COURSEWORK ONLY" STUDENT

Prospective students having no desire to pursue an endorsement may enroll as Coursework Only for any course or workshop/professional development.

Applicants seeking non-degree or coursework only must apply as a coursework only student and directly send all official college or university transcripts. Additionally, applicants seeking endorsements must submit a copy of their current teaching license.

Transcripts must show at least a Bachelor's degree from a regionally accredited college or university. If admitted in non-degree status, students who wish to seek an endorsement must complete the formal application process.

There is no limit to the total cumulative credits hours as a non-degree student. However, if a formal application into the endorsement program is requested, those who wish to use the credits towards renewal of a teaching license will be limited to twelve graduate credit hours taken prior to admission to the endorsement program.

MAXIMUM COURSE LOAD

The maximum course load for a graduate student is twelve semester hours in a spring or fall semester, or six semester hours in an eight-week or summer session. A student may petition the Director/Dean to take additional hours 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.

LEAVE OF ABSENCE

A student that is not enrolled for one calendar year will have his or her student account categorized as inactive. To register for courses, the student must reactivate his or her student account by contacting the Office of Admission.

EXTENDED LEAVE OF ABSENCE

A student may for whatever reason choose not to enroll in classes for up to two full calendar years and remain on the catalog with which he or she entered the program. Any student not enrolled in classes for a time period longer than two full calendar years must apply for readmission to the endorsement program. If readmitted, requirements that must be fulfilled will be those of the new catalog that is in force at the time of readmission.

TRANSFER CREDIT

Heidelberg University will grant up to six hours of transfer credit for coursework from other colleges and universities with approval of the Director of the School of Education. A student may apply for transfer of credit using a Transient Student Request form. The Director will communicate the recommendation to the Registrar by completing this form. Transfer credit does not affect the cumulative GPA of the student.

Transfer decisions are based on the following criteria:

1. All transfer coursework credit must have been completed within six calendar years of the first Heidelberg class taken.
2. All graduate credits requested for transfer must carry a grade of A, A-, B+, or B. Credit for an S grade may be transferred only if the grading institution verifies, in writing, that the S translates into a grade of B or higher. Credits earned at another University as part of a completed degree are not transferable.

ENDORSEMENTS

EARLY CHILDHOOD GENERALIST ENDORSEMENT

The Early Childhood Generalist endorsement may be added to the Early Childhood P-3 license enabling early elementary educators to teach all core academic content areas in grades four and five. In the Spring of 2020, the Ohio Department of Education Office of Educator Licensure began issuing Primary (Prekindergarten to grade 5) licenses. This endorsement allows current P-3 educators to expand their grade level expertise and job flexibility. The endorsement consists of three 3-semester hour graduate level courses offered online, powered by UThink© and passage of the appropriate Ohio Assessment for Educators. Students may complete the courses as coursework only (non-degree student) or as additional coursework for those already holding a Master's degree.

K-12 READING ENDORSEMENT

The K-12 reading endorsement permits teachers who hold an active Ohio teaching license or certificate to teach reading to all students at any grade level (fulfilling the requirements of SB316), including Title II reading programs as compared to the undergraduate reading endorsement which is attached to grade band license only.

The endorsement consists of a series of four 3-semester hour courses, for a total of 12 semester hours. All courses are offered online, powered by UThink©. The courses may be completed as coursework only (non-degree student) or as additional coursework for those already holding a Master's degree.

Ohio teachers seeking the Ohio Reading Endorsement must have completed the 12-hour reading core (including a course in phonics) as mandated by Ohio licensure PRIOR to taking the reading endorsement courses. A 3-hour course in the teaching of phonics is required; this requirement may have been completed in an undergraduate program. Most certified classroom teachers in the last ten years have taken this coursework as an undergraduate. The endorsement will help teachers determine which courses are needed if they do not currently have 12 hours of reading coursework.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) ENDORSEMENT

Heidelberg offers coursework for the Teaching of English to Speakers of Other Languages (TESOL) certification to teachers who hold an active Ohio teaching license or certificate. The growing number of English learners in our public schools nationwide makes the TESOL endorsement a useful addition to an endorsement in elementary education, secondary English, or secondary Spanish upon passing the appropriate Ohio Assessment for Educators.

This endorsement consists of four 3-semester hour graduate level courses offered online. Students may complete the courses as coursework only or as additional coursework for those already holding a Master's degree. All courses are offered online, powered by UThink®.

EDUCATION COURSE DESCRIPTIONS

EDGE – EDUCATION, EARLY CHILDHOOD GENERALIST ENDORSEMENT

551. MIDDLE CHILDHOOD STUDENT TRANSITIONS (3 sem. hrs.) Addresses the development of the 9–11 year-old child within the context of the classroom, with an emphasis on developmentally appropriate teaching strategies and management as well as the importance of middle level education. The course topics foster an understanding of the unique developmental needs and aspects of young adolescents. Candidates explore exemplary instructional practices which are characteristics of effective education at the 4th and 5th grade levels. Additionally, they examine the history and philosophy of upper elementary and middle school education and how integrated instruction meets the unique needs and interests of the young adolescent.

552. MIDDLE LEVEL ELA/SS PEDAGOGY (3 sem. hrs.) Classroom teachers with the conceptual knowledge and skills needed to teach 4th and 5th grade social studies and language arts. Ohio's Learning Standards in Social Studies and Language Arts will be examined in the context of the standards of the National Council of Social Studies (NCSS) and National Council of Teachers of English (NCTE). The overriding goals are to ensure that teachers are able to adequately teach English language arts and social studies concepts for grades 4 and 5 outlined in Ohio's Learning Standards. Content includes all strands (history, geography, government and economics) and the themes of Ohio in the United States and regions and people of the Western hemisphere for social studies as well as reading literature and informational text, foundational reading skills, speaking/listening, and language skills in English language arts.

553. MIDDLE LEVEL SCIENCE/MATH PEDAGOGY (3 sem. hrs.) Prepares classroom teachers with the conceptual knowledge and skills needed to teach 4th and 5th grade science and math. Ohio's Learning Standards in Science and Math will be examined in context with the National Science Teachers Association (NSTA) and the National Council of Teachers of Mathematics (NCTM). The overriding goal is to ensure that teachers are able to adequately teach the science concepts outlined in Ohio's Learning Standards including all strands (earth and space sciences, physical sciences, and life sciences) and topics.

EDRE – EDUCATION, READING ENDORSEMENT

552. 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.

553. TEACHING READING IN THE CONTENT AREA (3 sem. hrs.) The purpose is to help content area teachers, both elementary and secondary, teach the content of their subject areas more effectively. (Prerequisite: EDRE 552 (may be taken concurrently))

555. DIAGNOSIS OF READING ABILITIES (3 sem. hrs.) This course supplies educators with the foundational information necessary to diagnose students' reading abilities, including the administration of diagnostic tests. It also introduces effective instruction for helping diverse and struggling learners. There are thirty hours of required field experience, during which school age students are diagnosed and case studies prepared. (Prerequisite: EDRE 552 (may be taken concurrently))

556. READING INTERVENTION (3 sem. hrs.) A description of the literacy skills that students need to learn and practice at various reading stages. Rationale and description of word recognition and comprehension skills to PreK–12 students. Thirty hours of field experience are required, during which an effective reading intervention program is planned/implemented for a chosen student. (Prerequisites: EDRE 552, 553)

EDTE – EDUCATION, TESOL ENDORSEMENT

551. ISSUES IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) EDUCATION (3 sem. hrs.) The focus of this course is on the preparation of TESOL teachers to understand and implement effective, research based, culturally responsive instruction for English Language Learners (ELL). Emphasis will be placed on making connections between current theory, research, and instructional practice. A particular focus is on knowing and demonstrating understandings of students of diverse cultural and language backgrounds, the process of language learning and the context of new language acquisition in the United States. (Fall, Spring, Summer, depending on demand)

552. LINGUISTIC PRINCIPLES AND APPLICATION IN TESOL EDUCATION (3 sem. hrs.) The focus of this course is on the preparation of TESOL teachers to provide effective, research based instruction for ELL students. Emphasis is on understanding English language structure and usage and the process of language learning. (Prerequisite: EDTE 551 (may be taken concurrently)) (Fall, Spring, Summer, depending on demand)

553. INSTRUCTIONAL METHODS IN TESOL EDUCATION (3 sem. hrs.) The course prepares candidates to demonstrate knowledge and use of a broad range of assessments, instructional practices and curriculum materials, including technology, that support effective language and content instruction for English Language Learners (ELL). (Prerequisite: EDTE 551 (may be taken concurrently)) (Fall, Spring, Summer, depending on demand)

554. INTERNSHIP IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) The internship is the culminating course supporting teachers as they design and apply curriculum that integrates the TESOL Standards – Teaching English as a Second Language I–VI. The school-based practicum includes individual and group instruction of ELL learners. Integrated culturally responsive language and content instruction is designed based on analysis of standardized and formative assessments. (Prerequisites: EDTE 551, 552, 553) (Fall, Spring, Summer, depending on demand)

GRADUATE CREDITS AND PROFESSIONAL DEVELOPMENT IN THE SCHOOL OF MUSIC AND THEATRE

MISSION STATEMENT

The Heidelberg University School of Music and Theatre serves the student, the Heidelberg campus, and the surrounding communities through the offering of courses, degree programs, performance opportunities, professional development, and cultural activities. Aware of the importance of music and theatre as academic disciplines, the School of Music and Theatre provides a broad artistic background, upholding Heidelberg's liberal arts tradition. The School of Music and Theatre empowers students to pursue music and theatre as an avocation, prepares students for study at the graduate level, and produces and fosters professional artists and teachers.

The School of Music and Theatre embodies its mission with academic degrees at the undergraduate level, and graduate credit and professional development opportunities for professional artists, teachers, and our community.

ENROLLMENT IN SCHOOL OF MUSIC AND THEATRE PROFESSIONAL DEVELOPMENT

Graduate courses and Continuing Education opportunities are advertised on Heidelberg's Continuing Education website, www.heidelberg.edu/academics/programs/continuing-education. The website provides information on professional development opportunities, application requirements, and instructional fees. Applications are submitted online through the Admissions Office. Course fees are billed through the Business Office. Transcripts are arranged through the Office of the Registrar in collaboration with the Director of the School of Music and Theatre.

MUSIC COURSE DESCRIPTIONS

MUS 500. MUSIC ENSEMBLES (1 sem. hr. or CEU enrollment) A major ensemble at the 500-level is intended to be taken as a graduate student or community member pursuing professional development credits. Ensembles meet at designated times in late-afternoon and evening periods. Ensembles regularly perform on campus and also for off-campus venues, and program standard and contemporary literature of the highest artistic standards. (Fall, Spring)

MUS 500A. CONCERT CHOIR — Students are expected to develop and apply the following skills: sight-reading, pitch and rhythm reading, tempo maintenance, free and resonant tone production, sectional blend and ensemble balance, diction, posture, dynamics, phrasing, interpretation, memorization, and facial expression; listening, analyzing, describing, and evaluating music and musical performances; and understanding music in relation to history and culture; and the role each of these plays in the artistic/aesthetic musical experience. Each year, approximately fifteen concerts are performed. Open to all students. (Prerequisite: Choral Placement Audition)

MUS 500B. UNIVERSITY-COMMUNITY CHOIR — The University-Community Choir performs in three major concerts per year. Students are expected to develop and apply the following skills: sight-reading, pitch and rhythm reading, tempo maintenance, free and resonant tone production, sectional blend and ensemble balance, diction, posture, dynamics, phrasing, interpretation, memorization, and facial expression; listening, analyzing, describing, and evaluating music and musical performances; and understanding music in relation to history and culture; and the role each of these plays in the artistic/aesthetic musical experience. Open to all students, no audition necessary.

MUS 500D: SYMPHONIC BAND — The band performs regularly scheduled campus concerts, as well as festival, convention, and tour concerts on occasion. Literature is chosen from standard and contemporary band repertoire, utilizing various instrumental combinations. Membership is open to all music majors and non-majors, auditions required. Fall semester participation is in conjunction with the Marching Band (MUS 150).

MUS 560. SPECIAL TOPICS IN MUSIC EDUCATION (1-3 sem. hrs. or CEU enrollment) A series of rotating seminars/workshops exploring topics relevant to practical teaching applications for music educators. Each workshop will focus on a topic of general interest, and will feature presentations from Heidelberg music faculty members and visiting clinicians with expertise in the specific area. Clinicians will be chosen based upon recognized accomplishment in the field, and will be experienced both in the content area and in instruction of practicing music educators. The seminar/workshops will meet for a minimum of twenty contact hours. Each seminar/workshop will culminate in the development of an individual project related to the workshop topic and the student's teaching experiences.

THEATRE COURSE DESCRIPTIONS

THR 500A. THEATRE PRODUCTION (0 sem. hrs. or CEU enrollment) Theatre production at the 500-level is intended to be taken as a graduate student or community member pursuing professional development credits. This course will explore theatre design and production elements, such as stage management, prop, lighting, costume and construction crew, with a minimum of 45 hours of work required. This course is repeatable four times under different titles. (Prerequisite: Permission of Instructor) (Fall, Spring)

THR 500B. Theatre Performance (0 sem. hrs.) This course is designed for performers in plays and musical theatre productions. Performers can be actors, singers, and pit musicians. Students will complete a minimum of 45 hours of rehearsal time in a major theatre production exploring the preparation and performance process. This course is repeatable four times under different titles. (Prerequisite: Permission of Instructor) There is an additional fee with this course. (Fall, Spring)

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Dean of Student Affairs

B.A., Malone College; M.A., Alfred University; Ed.D., University of Arkansas.

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Vice President for Enrollment Management and Marketing

B.A., Wright State University; M.P.A., Walden University; Ph.D., Wright State University.

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B.S., The Ohio State University; M.A., Spring Arbor University; Ed.D., Northcentral University.

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President; Associate Professor of Business

B.A., M.A., Middlebury College; M.B.A., Dartmouth College; Ed.D., Harvard University.

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Vice President for University Advancement and Alumni Affairs

B.A., Lafayette College.

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Vice President for Administration and Business Affairs

B.S., Aquinas College; M.B.A., University of Detroit.

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Executive Assistant to the President, Provost and Board of Trustees

BRYAN D. SMITH, 2006–

Vice President for Academic Affairs and Provost; Professor of Chemistry;

Susan C. Wolf Endowed Chair of the Natural Sciences

B.S., Heidelberg College; Ph.D., University of Wyoming.

ADMINISTRATION, GRADUATE PROGRAMS

CAROL E. DUSDIEKER, 2011–

Director of the School of Music and Theatre; Associate Professor of Voice

B.Mus. University of Iowa; M.M., D.M., Indiana University.

DAWN N. HENRY, 2018–

Director of the School of Education; Assistant Professor of Special Education

B.S., Bowling Green State University; M.A.E., University of Toledo;

Ed.D., Bowling Green State University.

LISA KAHLE-PIASECKI, 2021–

Interim Co-Dean, School of Business; Associate Professor of Management

B.A., University of Toledo; M.B.A., University of Findlay; M.Ed., Bowling Green State University; Ph.D., University of Toledo.

MEAGAN McBRIDE, 2018–

Interim Director of Graduate Studies in Counseling; Assistant Professor of Counseling

B.S., M.A., Bowling Green State University; Ph.D., University of Toledo.

RYAN L. MUSGRAVE, 2002–

Director of Athletic Training Program; Assistant Professor of Athletic Training

B.S., Wilmington College; M.S., Indiana University; Ed.D., University of Findlay.

DOUGLAS WOODS, 2021–

Interim Co-Dean, School of Business; Associate Professor of Accounting

B.S.B.A., Ohio Northern University; M.Acc., Case Western Reserve University.

FACULTY

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Associate Professor of Management
 B.A., Baldwin-Wallace University; M.B.A., John Carroll University;
 D.B.A., Anderson University.
- MICHELE D. CASTLEMAN, 2012–
Associate Professor of Education
 B.A., Michigan State University; MFA, Chatham College; Ph.D., The Ohio State University.
- CAROL E. DUSDIEKER, 2011–
Director of the School of Music and Theatre; Associate Professor of Voice
 B.Mus. University of Iowa; M.M., D.M., Indiana University.
- ROBIN L. HEATON, 2014–
Assistant Professor of Communication
 B.A., Loyola Marymount University; M.A., California State University; Ph.D.,
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- DAWN N. HENRY, 2018–
Director of the School of Education; Assistant Professor of Special Education
 B.S., Bowling Green State University; M.A.E., University of Toledo; Ed.D., Bowling Green
 State University.
- LISA KAHLE-PIASECKI, 2021–
Interim Co-Dean, School of Business; Associate Professor of Management
 B.A., University of Toledo; M.B.A., University of Findlay; M.Ed., Bowling Green State
 University; Ph.D., University of Toledo.
- DOHEE KIM-APPEL, 2018–
Associate Professor of Counseling
 B.A., Seoul Woman's University; M.A., Art Therapy; M.Ed., Ph.D. University of Akron
- MEAGAN McBRIDE, 2018–
Interim Director of Graduate Studies in Counseling; Assistant Professor of Counseling
 B.S., M.A., Bowling Green State University; Ph.D., University of Toledo.
- SCOTT MILLER, 2021–
Assistant Professor of Accounting
 B.S.B.A., M.Acc., The Ohio State University.
- DIANE K. MONACO, 2013–
Assistant Professor of Economics
 B.A., Wayne State University; M.A., University of Akron; Ph.D., Wayne State University.
- RYAN L. MUSGRAVE, 2002–
Director of Athletic Training Program; Assistant Professor of Athletic Training
 B.S., Wilmington College; M.S., Indiana University; Ed.D., University of Findlay.
- ROBERT OATES, 2019–
Assistant Professor of Athletic Training
 B.S., Wilmington College; D.AT., University of Idaho.
- GREGORY A. RAMSDELL, 2008–
Professor of Music; Director of Choral Activities
 B.Mus., M.Mus., D.M.A., University of Kansas.
- JENA R. SUFFEL, 2013–
Assistant Professor of Athletic Training; Clinical Education Coordinator; Athletic Trainer
 B.S., Wilmington College; M.Ed., Valdosta State University; DHSc, A.T. Still University.
- HUA-HSIN TSAI, 2020–
Assistant Professor of Finance
 M.S., Purdue University; M.S., University of North Texas; Ph.D., Kent State University.
- JONATHAN WATERS, 2016–
Assistant Professor of Music Education; Director of Bands
 B.Mus., M.Mus., The Ohio State University.
- DOUGLAS WOODS, 2021–
Interim Co-Dean, School of Business; Associate Professor of Accounting
 B.S.B.A., Ohio Northern University; M.Acc., Case Western Reserve University.

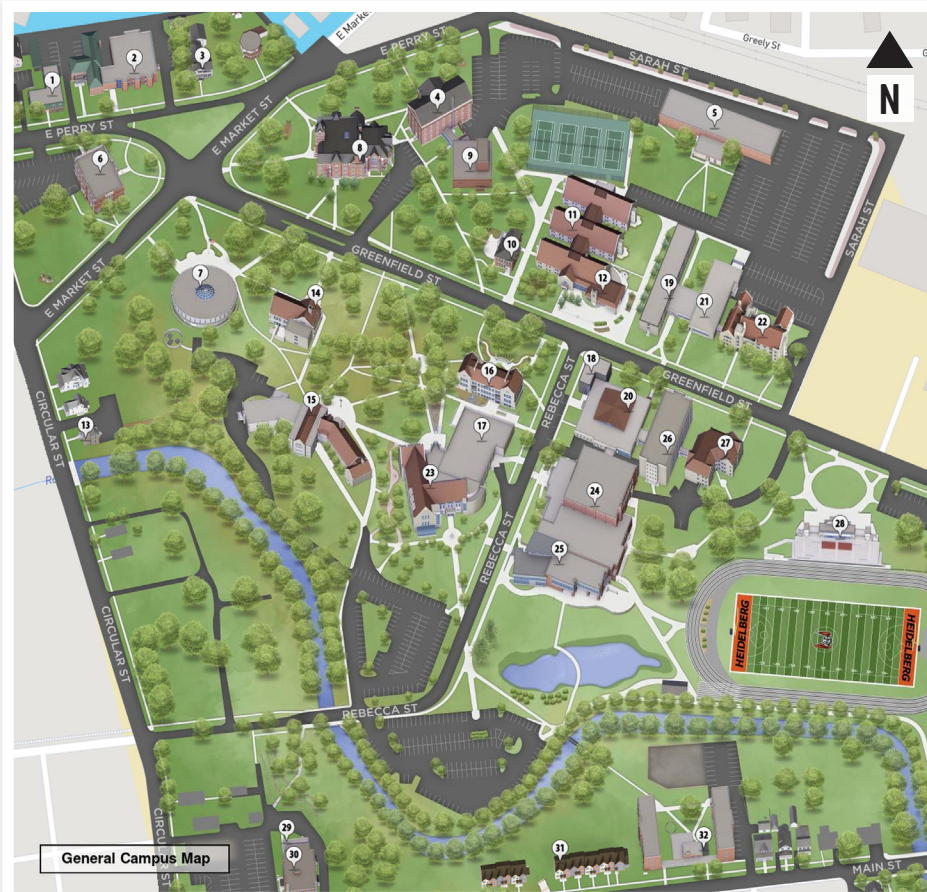
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Renee L. Mungons, Ph.D.	Education
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Leslie Wasserman, Ph.D.	Education

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Campus Map



DIRECTORY

- | | | |
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| 1. College Hill Apartments | 13. Unbuntu House | 24. Seiberling Gymnasium |
| 2. Brenneman Music Hall | 14. Pfeiderer Center | 25. Saurwein Health & Wellness Center |
| 3. Fine Arts House | 15. Campus Center | 26. Miller Hall |
| 4. Founders Hall | 16. Adams Hall | 27. Williard Hall |
| 5. Krammes Service Center | 17. Bareis Hall | 28. Hoernemann Stadium |
| 6. Aigler Alumni Building | 18. The HeidelBean! | 29. GEM Center |
| 7. Beeghly Library | 19. Brown Hall | 30. Krieg Hall |
| 8. University Hall | 20. Hoernemann Refectory | 31. Main Street Townhomes |
| 9. Gundlach Theatre | 21. Lavelly-Shedenhelm Education Center | 32. King Hall |
| 10. Bryenton Honors Center | 22. France Hall | |
| 11. Talmage Hall | 23. Gillmor Science Hall | |
| 12. University Commons | | |

