



Heidelberg
UNIVERSITY

2016-2017
UNDERGRADUATE
CATALOG



Academic Year Calendar



► SUMMER 2016

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

► SEMESTER I 2016–2017

Wed.	Aug. 24	Classes begin
Thurs.	Aug. 25	Convocation
Mon.	Sept. 5	No classes—Labor Day
Thurs.	Sept. 15	HYPE Day
Fri.	Oct. 7	Fall Break begins after last class
Tues.	Oct. 11	Classes resume
Wed.	Oct. 19	HYPE Day
Tues.	Nov. 15	HYPE Day
Fri.	Nov. 18	Thanksgiving Break begins after last class
Mon.	Nov. 28	Classes resume
Fri.	Dec. 9	Classes end
Mon.	Dec. 12	Final exams begin
Thurs.	Dec. 15	Christmas Break begins after last exam

► SEMESTER II 2016–2017

Tues.	Jan. 17	Classes begin
Wed.	Jan. 25	HYPE Day
Tues.	Feb. 14	HYPE Day
Fri.	Mar. 3	Spring Break begins after last class
Mon.	Mar. 13	Classes resume
Thurs.	Mar. 16	HYPE Day
Wed.	Apr. 5	Student Research Conference
Fri.	Apr. 14	No classes—Good Friday
Wed.	May 3	Classes end
Fri.	May 5	Final exams begin (exams also on Sat.)
Tues.	May 9	Final exams end
Sun.	May 14	Commencement

► SUMMER 2017

Mon.	May 22	Term 1 classes begin
Fri.	June 23	Term 1 classes end
Mon.	June 26	Term 2 classes begin
Fri.	July 28	Term 2 classes end
Mon.	May 22	Term 3 classes begin
Fri.	July 28	Term 3 classes end

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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, national and ethnic origin, religion, age, political affiliation, socioeconomic status, gender, sexual orientation 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.

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.

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 employers, etc. Read the full FERPA policy located on the Registrar’s website.

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The University



Heidelberg University is proud of its 166-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. Intellect is sharpened. Different cultures are explored. A sense of moral and ethical responsibility to one's community and the broader world is developed. 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 30 undergraduate majors, four master's degrees, and employs more than 200 faculty and staff. Its total enrollment is more than 1,400 students in all programs.

► 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 communicate effectively, think critically 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.

► 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, <http://www.ncahlc.org>. Authorization to grant bachelor and master degrees comes from the Ohio Department of Higher Education.

The University is recognized by the State Department of Education of Ohio and most other states. Information related to Title II compliance is available from the Vice President for Academic Affairs and Provost. 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 School of Business, Kaplanis Master of Business Administration, holds full accreditation with the Accreditation Council for Business Schools and Programs.

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

The University's 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 School of Education at Heidelberg University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the Tiffin campus. 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.

► CAMPUS BUILDINGS AND FACILITIES

Heidelberg University is located on a 125-acre main campus with approximately 90 additional surrounding acres in Tiffin (population 18,000), county seat of Seneca County and center of a prosperous agricultural, industrial and business area in northwestern Ohio. The campus is located on the east side of Tiffin on College Hill. Heidelberg's tree-lined campus has large expanses of well-kept lawns and flowering shrubs. Classrooms, laboratories and other buildings are within easy walking distance in the time allotted between classes. Downtown Tiffin is within a half-mile of campus, and the city's churches are conveniently near. The old and new in architecture at Heidelberg blend harmoniously. From the pure Greek Revival lines of Founders Hall and the Victorian Gothic style of 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 84 to 159 years are entered in the National Register of Historic Places.

Adams Hall, formerly Laird Hall which was built in 1913 with funds provided by Della Shawhan Laird, widow of a prosperous Tiffin businessman, was renovated and opened in the Fall of 2010; and, was added to the National Register of Historic Places in 1979. Through the generosity of Mr. and Mrs. John Q. Adams, Laird Hall, one of Heidelberg's most distinguished buildings, was transformed into a state-of-the-art center that will drive the academic priority of creating a first-rate Heidelberg School of Business.

Aigler Alumni Building, purchased in 1961 from the Tiffin City Board of Education, was remodeled and equipped for use as a classroom, office and laboratory building; and was added to the National Register of Historic Places in 1979. This Jacobethan-style structure contains the psychology, criminology, political science, and graduate counseling program. Its name recognizes the loyal support of Heidelberg alumni, especially Allan G. Aigler, Class of 1902, a trustee of the university from 1926-1960.

Bareis Hall of Science was constructed in 1964 to honor George F. Bareis, president of Heidelberg's Board of Trustees from 1899-1932, and his daughter, Grace M. Bareis, who in 1935 became the second woman named to the Board. Bareis, Heidelberg's center for the physical sciences, contains the 80-seat Frost Lecture Hall. Also housed there are offices, the Computer Center and IT Help Desk, general classrooms and labs. Bareis Hall underwent a \$4 million renovation in the Summer and Fall of 2005.

Beeghly Library is the intellectual heart of Heidelberg University. Industrialist Leon A. Beeghly provided the major financial gift for the construction of this three story circular building. Dedicated in 1967, renovated in 2012-13, the library houses over 103,000 volumes, and provides access to thousands of e-books and electronic journals. Special collections include the Besse Collection of English and American correspondence, the Edwards Black Heritage Collection and the John R. Beale Collection on opera. The library is a selective Federal Depository Library. The building provides a large classroom, a computer lab, and individual and group study rooms. The Instructional Resource Center is located on the lower level of the library. Beeghly is a member of the OPAL and Ohiolink consortia. (See Academic Policies and Resources for further information.)

Brenneman Music Hall is the center for the University's musicians. The west portion, completed in 1949, and renovated in 2000, was designed for use by the violin, voice, organ, piano and instrumental divisions of the music department. A three-story addition, made possible by a gift from Clara Brenneman of Wadsworth in honor of her husband, Glen, opened in the fall of 1971.

The building now contains the 325-seat Ferris and Dorothy Ohl Concert Hall, Pancoast Recital Hall, classrooms, practice rooms, faculty studios, the Beethoven Lounge, a computer lab, offices, and a recording studio.

Edson J. Brown Residence Hall opened in 1960 and accommodates 125 students. It is named for Dr. Edson J. Brown, Class of 1915, a Cleveland physician who considered his entrance into Heidelberg a turning point in his life. He served as a trustee from 1932 until his death in 1972. The Lavelly-Shedenhelm Education Center is also located in Brown Hall. Brown Hall was renovated in the Summer of 2007.

Brynton Center for Honors Program, dedicated in June 2007, is a handsome and appealing two-story brick structure, where all Heidelberg Presidents lived until 1969; and was added to the National Register of Historic Places in 1979. Built in 1868, it was home to the Development Office until 1996 when it was renovated to accommodate the highly distinguished Heidelberg Life of the Mind Honors Program. A generous gift from Gary Brynton, member of the Board of Trustees since 1990 and former chair, has allowed for restoration of the exterior and additional renovation in 2012–13. Interior renovations and redecoration will be completed in 2016. Several comfortable study lounges, a computer lab, offices, and kitchenette serve the needs of students in the program.

The Campus Center is the focal point for student activities and services. The east half of the center was constructed in 1926 to serve as The Commons, a men's dining hall. After 1966, the Modern English Gothic portion of the building was altered to provide the Wickham Great Hall, a multifunctional room. The opening in 1971 of a two-story wing expanded recreational services for students. The Campus Center was closed for the 1999–2000 academic year for renovations. A 9,000 square foot addition was added to the existing 26,000 square foot building. Housed within the new facility are student organizations, student health services, student affairs offices, student mailboxes, the campus bookstore and the Owen Academic and Career Support Center.

2 Clinton is a 4 unit complex that was acquired in August 2009 to house students. The one and two bedroom units provide independent living and are fully equipped with appliances and technology.

College Hill Apartments is an 11 unit complex that was acquired in August 2005 to house students. The one and two bedroom units provide independent living and are fully equipped with appliances and technology.

Fine Arts Building, located at 285 E. Perry Street, is a two-story frame house adjacent to Brenneman Music Hall. The house was built in 1852 as a residence by Heidelberg's first president, E.V. Gerhart; and, was added to the National Register of Historic Places in 1979. The house has been used as a guest house. It was converted to student housing in 1997. In the Fall of 2009, it was converted to the Art Department.

Founders Hall, constructed between 1851–1858, holds the distinction of being the first building on the Heidelberg campus. The Greek Revival architecture was designed by one of Heidelberg's founding fathers, Jeremiah Good. The three-story brick structure, which originally served as a men's dormitory, was modernized in 1929–1930 and renovated in 1974; and, was added to the National Register of Historic Places in 1973. It houses a rehearsal theatre, costume rooms, a dance studio, classrooms and faculty offices for communication and media, theatre, and foreign languages. Interior renovations to Founders were completed in 1992 and early 1993.

France Residence Hall, a residence hall for about 70 women, was completed in 1925. It is named in recognition of Luella Blackwell France, a benefactor of the university; and, was added to the National Register of Historic Places in 1979. France, which has a meeting hall for two sororities, and the France Dining Hall, is connected to Brown Hall.

Gillmor Science Hall, opened in January 2005. It combines with Bareis Hall to form the University's science complex. Named in honor of Congressman Paul E. Gillmor, who had a demonstrated commitment to educational initiatives through his career in public service, the 42,000-square-foot, state-of-the-art Gillmor Hall is home to the biology and chemistry departments, the Water Quality Laboratory and its National Center for Water Quality Research, and the archaeology department.

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

Hoernemann Refectory, adjacent to the main lounge of Miller Residence Hall, is the primary dining hall for students. Built in 1966, the dining hall honors Paul H. Hoernemann, Class of 1938, a highly successful football and basketball coach and later Vice President of the University until his death in 1965. In the summer of 1992, the summer of 1999, and again in the summer of 2007, a major interior renovation was completed in Hoernemann, featuring new seating arrangements, new décor and new equipment. The new design eliminated the

single serving line and created multiple points-of-service offering a full variety of popular food concepts.

Hoernemann Stadium and The Fox Den Alumni Center, named for Heidelberg legendary coach and former Vice President for Alumni Relations and Fundraising, Paul Hoernemann, Class of 1938, were completed in October 2014. After having played home games at a local municipal stadium since 1945, this marked the permanent return of 'Berg football to campus. The facility accommodates a seated crowd of 1,300-plus. Built into the hillside on Greenfield Street, the tri-level facility is highly visible and easily accessible, and offers a beautiful view of Rock Creek as it connects the upper and lower campuses. The Fox Den Alumni Center features an indoor reception area with special amenities, an exhibit gallery and viewing deck with access to reserved seating on the 50-yard line of Riesen Field. Hoernemann Stadium is also the outdoor site for annual Commencement ceremonies.

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

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

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

Mayer Field, located between Williard Residence Hall and Rock Creek, has an all-weather track and other track and field facilities, and fields for soccer, intramural sports and community activities. This facility was made possible by a gift from the Frederick M. Mayer family. Mr. Mayer, Class of 1920, served as a trustee of the University from 1948–1970 and was a trustee emeritus at the time of his death in March 1993.

Media Communication Center is located in Krieg Hall. At the root level, students have the autonomy to develop ideas and express opinions through the creation, production, and distribution of various media productions. Some students will choose to work independently on a campus radio show, while others may enjoy working with groups of other students by producing the student television newscast. After experiencing non-commercial activities at WHEI-TV or WHEI-radio, some students collect professional-level opportunities while working for the commercial radio operation of WTTF-radio. All activities introduce, refine, or master valuable skills and leadership, and generate valuable resumé-building material.

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

The Octagon House, last inhabited in 2007, is a local landmark and was added to the National Register of Historic Places in 1979. Although a part of Heidelberg's history since its founding, the university did not own the Octagon House until 2007. James Dicke II, a successful executive, art connoisseur and historic preservationist from New Bremen, Ohio, provided a generous donation which the university used to purchase the property and house.

Arthur B. Pfleiderer Center for Religion and the Humanities was constructed in 1912 with a grant of \$25,000 from Andrew Carnegie. Under terms of the grant, the University was to match that amount for maintenance of the building, which served as the university library for 55 years; and, was added to the National Register of Historic Places in 1979. The center was made possible in 1971–1972 through a gift from Dorothy Painter Pfleiderer, Class of 1922, as a memorial to her husband, Arthur, a 1920 graduate who was a Heidelberg trustee from 1953 until his death in 1969. The Modern Gothic structure was adapted to house offices, classrooms and Herbster Chapel, a multi-purpose room with a seating capacity of 180. The center serves all religious groups on campus, filling worship and contemplative needs.

Saurwein Health and Wellness Center, which opened in July 2012, is named after Heidelberg alumni Cliff and Mary Saurwein. The Saurwein Health and Wellness Center created 22,000 square feet of new and renovated space dedicated to health and wellness. The building supports a new academic program in Health Sciences and also includes a variety of spaces for cardio/weight training and small group fitness activities complementing the facilities of the Tiffin Community YMCA. The building features a Health Technology Suite utilizing the power of new technology to enhance health and a Food Nutrition Center. In addition, it will expand on the existing foundation for health and wellness at Heidelberg, launching “A Road to Health at Heidelberg,” a comprehensive, integrated plan to enhance health and wellness for our campus and the broader community.

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

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

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

Talmage Hall is a student residence hall that features unique learning spaces, which opened in the Fall of 2011. The 120-bed facility primarily for sophomores, includes five, two-story, 24-student “pods”, each with 12 students per floor in bedrooms surrounding an open, two-story living/gathering space. The living space includes a balcony, loft seating, kitchen, soft seating and study spaces to reinforce the academic mission.

The University Commons opened in the Fall of 2011. It features the Fireside Café Pub option for dining in or carry out, a walk out patio for outdoor dining and a Great Room with a 60-seat capacity for lectures or other events. The University Commons also has study spaces, meeting and conference rooms, an Internet room, the Global News Stand, and an indoor/outdoor cozy and fun fireplace.

University Hall, a brick building in Victorian Gothic style, was completed in 1886 with funds raised from the Reformed Church and the Tiffin community. The bell in University Hall’s tower, a local landmark, hung in the Seneca County Courthouse from 1841-1884; and, was added to the National Register of Historic Places in 1979. Also known as College Hall and the U-Building, University Hall houses administrative offices, classrooms, fraternity halls and Rickly Chapel, a 625-seat hall named for S.S. Rickly, one of Heidelberg’s founders. In 1992, a carillon, the gift of alumna Marian I. Larkin, was installed in the tower.

Walker Street Apartments is a 13 unit complex that was acquired in April 2005 to house junior and senior students. The two and three bedroom units provide independent living and are fully equipped with appliances and technology.

Wickham Great Hall, originally known as the Great Hall was dedicated in 1966 to honor Heidelberg’s 9th president, William T. Wickham; and, was added to the National Register of Historic Places in 1979. In 2006, the hall was re-dedicated as the Wickham Great Hall. It is located in the Campus Center and honors Heidelberg’s great alumni by flying the oldest Commencement Class Banner of living alumni and by displaying the 50th Reunion Alumni Plaques.

Williard Residence Hall, a Gothic-style residence hall for 70 men and women, was named for George Williard, the 4th president of the University from 1866-1890. The hall, built with funds given by citizens of Tiffin and Seneca County and dedicated in 1907, was a residence for women from 1907-1974. Connected to Miller Hall, Williard Residence Hall was closed for the 1992-1993 academic year for major renovations. A fire in January 2000 caused extensive damage to the building. The building was demolished in March 2001. Construction of a new 65 bed residence hall was completed in December 2001. The new building maintains the Gothic-style of the original Williard Hall.

Academic Policies and Resources



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

► ACADEMIC ADVISING

Intentional advising helps students acquire the knowledge and skills necessary to take full responsibility for completing a program consistent with their educational and professional aspirations. At Heidelberg, it is our mission to provide quality academic advising that strives to educate the whole person and to motivate students to make their own informed decisions. For their first year, students are assigned to advising specialists through the Owen Academic and Career Support Center. Advisors and advisees establish contact with one another in early summer to help guide course selection for the fall. Advisors meet with students during the orientation period and assist students throughout the first year. When students formally declare a major, they will move under direct advisorship of a major department or program. The chair of each department or program designates faculty advisors for student majors.

Academic Alerts

The University is committed to academic success and has various mechanisms in place to assist students. The academic alert system is intended for faculty utilization when students are not responding to classroom requirements or faculty interaction. Once the system is activated, a team of individuals will determine the best intervention method for the student. A few examples for the type of intervention may be a referral to the Owen Academic and Career Support Center, the Stoner Health Center, or the student’s academic advisor.

Academic and Career Support

The Owen Academic and Career Support Center fosters the academic excellence and career development of all Heidelberg students. Owen Center programs include first year academic advising, the Writing Center, peer learning study sessions and individual course assistance. Internship, full-time job and/or graduate school search and support is also available. Students may also take advantage of annual career fairs and other career-related events throughout the year.

Pre-Medical Program

Students intending to pursue a career in a medical field will benefit from specific coursework. This program provides courses that will prepare students for entrance exams (MCAT, VCAT, DAT, etc.), will provide commonly mandated professional health program prerequisites, and will lay a strong academic foundation for training that will come following graduation. Students may apply to the program, and if accepted can have this program added to any major.

Application to the Program

Students self-identify and are conditionally accepted to the program as Pre-Medical Program candidates. They may apply for acceptance after successful completion (C- or better) of BIO 123, CHM 111, CHM 112, and ENG 101. Application requirements also include a cumulative GPA of 3.2. Those who have not made application by the time they reach junior level status will be removed from the program, but have the option to apply for acceptance later if they qualify. No grade below a C- may be used to fulfill program requirements, and students must maintain a 3.2 to remain in the program.

Pre-Law Advising

Heidelberg University has a unique pre-law program which offers an excellent opportunity for preparing students for law school. A pre-law advisor is available to assist students interested in a legal career since the pre-law advisor has law school experience and has practiced law. The pre-law advisor will work with individual students to select a course of study that will best suit their interests as well as their career choice. The pre-law program provides a supportive environment

for those students interested in going to law school and includes assistance with the law school application process. The program also encourages participation in legal internships and volunteer work experiences. Students have formed a pre-law club to meet and discuss law school and legal issues of note. Although there is no preferred course of study for a person wanting to go to law school, The Official Guide to U.S. Law Schools suggests that students thinking of law school acquire skills that enable one to think critically, reason logically, and speak and write effectively. These skills can be attained in a number of different courses and majors. A student will have ample opportunity to gain these skills with Heidelberg University's emphasis on a broad liberal arts education.

► ACADEMIC SCHOLARSHIP

Awards and Fellowships

The Office for Undergraduate Awards and Fellowships serves as the location for faculty sponsors of undergraduate students and recent graduates seeking institutional sponsorship for competitive awards and fellowships such as Rhodes, Marshall, Fulbright, Luce Scholars, and Carnegie Junior Fellows.

The office is located in the historic Bryenton Honors Center and is under the supervision of the Associate Dean of the Honors Program. The Honors Committee serves as an advisory panel to assist with program design and operation of the Office for Undergraduate Awards and Fellowships.

Honorary Groups

Alpha Lambda Delta is a first-year and sophomore honorary based on scholastic achievement of a 3.5 GPA. The purpose of the organization is to promote scholarship and provide intellectual stimuli to the campus, especially the underclassmen.

Alpha Psi Omega, a national honor society, gives special recognition to college and university students who excel in the theatre arts. Members are selected from the upper three classes for their outstanding stage performance and backstage work.

Beta Beta Beta. The Eta Beta chapter of Beta Beta Beta is an honor society for biology students with superior academic records. The purpose of this society is to stimulate sound scholarship, promote the dissemination of scientific truth and encourage investigation in the life sciences. Beta Beta Beta is affiliated with the American Institute of Biological Sciences.

Delta Phi Alpha. The Heidelberg Epsilon Psi chapter of this German honor society was recognized in 1965. Membership invitations may go to students who have a minimum of two years of college German, are registered in a German 300 or 400-level course, hold a 3.3 GPA average in German, a minimum 2.7 cumulative GPA, and are recommended by the Department of German faculty.

The **Honor Society** is Heidelberg's only all-University scholastic honor society. Each spring faculty and staff members of the Society elect new members who are seniors and are candidates for a bachelor's degree. New members must have a cumulative GPA of at least 3.5, rank in the top 15 percent of the graduating class and be projected to complete at least 60 credit hours at Heidelberg by the end of the semester. The required GPA for membership into the Honor Society will be considered using only Heidelberg grades. Candidates must also have completed a specific distribution of coursework. Acceptable distributions include the general education requirements for the B.A., B.S. and B.Mus. degrees as well as the distribution requirements of the Honors Program. Transfer students who fulfill the same requirements described above are also eligible for membership.

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. 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.

Kappa Delta Pi, a national honor society, is open to juniors and seniors in the Department of Education who have high scholastic standing, adequate professional interest and desirable social qualities. Select sophomores are admitted as provisional members.

Omicron Delta Kappa, national scholarship and leadership organization. Students must have a 3.0 grade point average and have shown leadership skills on campus.

Order of Omega is a leadership honor society for members of Greek-lettered organizations recognized by the Greek Life Council. Founded originally in 1987, the Theta Alpha Chapter of Order of Omega at Heidelberg University recognizes juniors and seniors who have exemplified high standards in the area of scholarship, leadership, involvement within their respective organization and within the Fraternity/Sorority, campus, and local community. Membership is limited to 15 initiates a year and initiates must have a minimum cumulative GPA of 3.0 to be accepted.

Phi Alpha Theta. Students are eligible for nomination to Heidelberg's Delta Gamma chapter of this history honorary if they have completed 12 semester hours of history with an average of at least 3.1, and have maintained at least a 3.0 average in other subjects.

Pi Kappa Delta, Heidelberg's Ohio Beta chapter of the national forensic honor society, is open to men and women who distinguish themselves in public speech.

Pi Sigma Alpha is Heidelberg's chapter of the National Political Science Honor Society. The chapter was founded in 2012. To qualify, students must have completed at least half the credits required for the baccalaureate degree; completed at least 10 semester hours of work in political science, including at least 1 course at the 300-level or higher; have maintained at least a 3.0 average in political science courses; and have maintained an overall GPA ranking her or him in the top one-third of her or his Heidelberg class.

Psi Chi is the National Honor Society in psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Membership requirements are psychology majors or minors with 9 hours or more in psychology, completed at least 3 semesters of college, 3.0 GPA in psychology courses, a minimum 3.0 overall GPA and rank in the upper 35 percent of their class.

Sigma Delta Pi, national Spanish honorary, recognizes and encourages high academic achievement in Spanish.

Sigma Iota Rho is Heidelberg's chapter of The Honor Society for International Studies. The chapter was founded in 2012 and recognizes high academic achievement in international studies. Juniors and seniors are eligible to join. Inductees must have completed a minimum of 5 international studies courses, achieved a minimum 3.3 average in their international studies courses, and earned a minimum cumulative GPA of 3.0.

Sigma Pi Sigma, the national honor society in physics, recognizes high academic achievement in physics. Membership requirements are a 3.3 grade average in physics and a 3.0 overall average, with one physics course beyond Modern Physics (PHY 228).

Sigma Tau Delta, national English honor society, recognizes and encourages high achievement in English. The Alpha Mu Chapter was established at Heidelberg in 1972. Sophomores, juniors, and seniors of any major or minor are eligible to join. Candidates must have completed a minimum of 12 semester hours in English literature and/or writing by Spring semester of the application year. Applicants should have an overall GPA of at least 3.3, with a cumulative GPA of 3.6 or above in their literature and writing courses.

Tau Mu Sigma, honorary musical organization, selects members on the basis of musical ability and general scholastic standing. Its program encourages masterly musical achievement and good fellowship.

Tau Pi Phi, a national business honorary, recognizes and encourages high academic achievement in business administration, accounting and economics. The honorary is open to those who have completed 20 hours in the School of Business and have a GPA of 3.0 or higher. The charter for Heidelberg's chapter of Tau Pi Phi was granted in 1972.

Honors Program

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

Admission to the Honors Program:

First-year students entering Heidelberg will be invited to apply for acceptance into the Honors Program if they meet these criteria: an ACT score of 27 or higher or SAT score of 1820 or higher;

and a high school GPA of 3.5 or higher or class rank in the top 10%. Students attending Heidelberg University with a cumulative GPA of 3.5 or greater after completing 15 semester hours (but before completing 56 semester hours) may apply for acceptance into the Honors Program. They should contact the director Associate Dean of the program for further information. Refer to HONORS PROGRAM in the Courses of Study section of this Catalog for course offerings and degree requirements.

► ACADEMIC SUPPORT

Academic Catalog

At any time during a student's tenure, she or he may opt to fulfill the requirements of any university catalog that came after, not before, the catalog under which he or she originally matriculated.

Academic policies that are not directly tied to the degree, major, minor, and concentration requirements are constantly in review. Students need to make themselves aware of these policies in addition to their degree requirements. Academic policies are published annually on the registrar's website as the current academic year's catalog. Amendments to degree, major, minor, and concentration requirements are posted to students electronically as well as posted as an addendum to the specific year's catalog on the registrar's website.

Beeghly Library

Beeghly Library and the Instructional Resource Center (IRC) support 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 121 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 web site.

The Instructional Resource Center provides materials and equipment, as well as personalized instruction in preparing media projects, and use of the equipment. The IRC collection includes a sample school textbook collection, and children's big books, in addition to the library's collection of children's fiction and juvenile non-fiction titles. The IRC hours, services and fees are listed on the university website.

The University Archives, housed in University Hall, is a division 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. The hours and fees for services are listed on the Archives website.

Disability Services

The Disability Coordinator, located in the Health and Counseling Center, evaluates documentation concerning accommodation requests for physical, psychological, and learning disabilities. The primary goals of the disability services staff are to accurately evaluate any disability, to determine how it might impact the student's academic career, and to provide equal access to higher education at Heidelberg University. Complete details are available on the Health and Counseling Center website. Students with documented learning disabilities are encouraged to contact the Health and Counseling Center staff to arrange for appropriate accommodations.

The Heidelberg English Language Institute (HELI)

Heidelberg University requires that international students and students whose first language is not English have sufficient knowledge of the English language to benefit from their academic studies. Therefore, all new students must furnish an official Educational Testing Service (ETS) International TOEFL (Test of English as a Foreign Language) score form or International English Language Testing System (IELTS) score most recent, to within one year of, the date of application to the University.

Students may also be required to submit other forms of evaluation, such as a written essay and/or oral interview. Based on the results of these evaluations, the students are placed in one of three programs best suited to their language-skill level. (1) Students whose test scores and other skill evaluations indicate a need for further training in English are placed in an all-HELI English program. (2) Students who show a high level of English proficiency in some skill areas, but who still need to develop in others, are placed in a transition program. In this program, students are permitted to take one or more academic classes while continuing to improve their English skills in HELI classes. (3) Those students whose TOEFL scores and language-skill evaluations show an acceptable level of language fluency in all skill areas are eligible for a full-time academic program. HELI classes appear on the regular academic schedule. HELI course descriptions appear under the heading ELI - English Language Institute in the Course Descriptions section of this Catalog. Either a passing oral evaluation or successful completion of ELI 132 and the HELI oral evaluation are prerequisites for COM 100. Upon successful completion of ELI 142, Level IV: Academic Skills: Advanced Level Writing, a student in the HELI program may register for WRI 100, College Writing I. Only credits earned in 100-level courses are applicable toward a bachelor's degree at Heidelberg University.

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 Credentials eScrip-Safe®, Heidelberg University is able to provide official transcripts delivered through eSCRIP-SAFE® to network and out of network recipients. Directions are available at the registrar's website to assist in the transcript request process. There is a charge of \$5.00 per transcript for electronic or paper. For paper copy transcripts express mailed and internationally expressed mailed transcripts are \$23.00 and \$50.00 respectively. Rates are subject to change based on current US Postal Service charges. Electronic transcripts are generally sent every twenty-four hours during normal business hours except holidays. Paper copy transcripts are processed weekly, generally five to seven business days. Immediate transcript processing is available for \$20.00, plus the transcript fee. Transcripts will not be released when a business account hold is active.

Transient Student

Heidelberg University degree-seeking students who wish to receive credit earned at another accredited institution (refer to Transfer Policy) must have written approval from their University academic advisor; the Transient Student Form should be used for this purpose. To determine course transferability, the subject Department Chair/Program Director will review the course when the course is not a part of an Articulation Agreement. Once the Transient Student Form is completed and submitted, the Office of the Registrar may approve the contract. Any course work taken off campus is held to the Transfer Policy guidelines.

Students are not permitted to take a course(s) off campus within the senior year of coursework. This rule may be petitioned through the Associate Vice President for Academic Affairs.

► COURSE REGISTRATION & POLICIES

Individual students are responsible for registering into classes each semester and managing their degree completion requirements. Registration occurs three times a year and students are notified via announcements as well as on the website for registration dates. A student with an account hold is not permitted to register until the hold has been rectified. Registration is determined by class standing - see Class Standing, which is based on hours passed. Each class level is given a day to register but will be given access to make adjustments at the conclusion of the freshmen registration. Students may register into the first week of classes (see Course Add/Drop).

Class Standing

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

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. Students on Probation and in the AIM Hei Program must obtain a Registration Pin to complete course adding and dropping transactions. 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 classes without permission from the instructor and the Director/Associate Dean or designee.

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 on 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 course 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 office. 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.

Course Appraisals

To provide feedback to undergraduate students regarding individual course performance prior to semester grade assignments, faculty issue appraisals twice during the semester. Early course appraisals are conducted for students in their first two semesters at Heidelberg and all students on academic warning or probation. Two mid-semester course appraisals are conducted for all students in each semester of enrollment. Students can find their appraisal results in OASIS, and should take the appraisals seriously and discuss concerns with their course instructors and academic advisors.

Course Attendance, Explained Absence

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

Individual faculty members determine the attendance policy for their classes and should be 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 within the Student Handbook.

Course Honors

In certain courses (as determined by the instructors themselves) able students will have an opportunity to work on two levels:

1. They will complete the regular syllabus and
2. They will have an opportunity to elect also an additional project. If they successfully complete such a project and at the same time achieve an A or B level in the regular assignments, they will receive Course Honors. Course Honors are designated on the transcript. The additional work, which is designed to encourage independent effort, will broaden the regular course and enrich it for able students. It will be substantial enough to demand at least 30 hours of a student's time in a 3-hour course.

Course Load Average

A typical course load at Heidelberg ranges between 15–18 credit hours per semester; music majors may require a higher load in some semesters. For a student to graduate in four years, an average of 15 credit hours per semester is needed. Full-time status begins at 12 credit hours per semester. Students are permitted to register for a maximum of 19 credit hours without special permission. Hours beyond the registration limit require permission from the Provost. To receive credit, a student must register for all courses to be pursued during a semester. Refer to the Tuition and Fees section for credit hour charges.

Course Override

When students wish to enroll in a course but are unable to register for that course due to one or more of the reasons below, students may contact the instructor of record to request that an appropriate course override be submitted on OASIS.

1. The course is full.
2. The course requires instructor, Honors, or department approval.
3. The course has prerequisites or corequisites.
4. The course is linked to another course (e.g., a laboratory).
5. The course is open to majors only.
6. The course is open only to students in a specific class, level, or on a different campus.

If there is no identified instructor of record, the student may contact the department chair or director. Students are required to register for the course after an override is granted.

If a student wishes to enroll in two courses that are offered at the same time or at overlapping times, the student must obtain approval. The student must complete and submit an approved Time Conflict Course Contract. The form must be completed by instructors in both courses, and submitted to the designated administrator and the Registrar's Office for processing. The Time Conflict Course Contract is available in the Registrar's Office or on the Registrar's website.

Faculty members are under no obligation to provide overrides for any of the reasons listed above.

Credit Hour Policy

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.

Application of Credit Hour Policy

This credit hour policy applies to all undergraduate and graduate courses that award academic credit, regardless of the mode of delivery including, but not limited to, online, hybrid, lecture, seminar, and laboratory, except as noted in “Policy for Labs, Ensembles, and Applied Music Instruction” below. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements of this policy. To receive credit, a student must register for all courses to be pursued during a semester.

At Heidelberg University, a “course hour” is defined as 50 minutes. Thus, a 1-credit course includes a minimum of 50 minutes per week of classroom or direct instruction, plus a minimum of 100 minutes per week of out of class student work. Over a 14-week semester, the 1-hour course would have a baseline of 2100 minutes. This time may consist of course activities including, but not limited to:

- Face-to-face course meetings

- Research with faculty
- Practicum placements
- Synthesis, processing, and reflection time and activities (may be used for writing or production of creative work which may include activities such as journals, formal papers, blogs, art, music, etc.)

Courses that have differently structured classroom schedules, such as research seminars, independent studies, internships, studio work, or any other academic work leading to the awarding of credit hours must state clearly learning objectives, expected outcomes, and workload expectations that meet the standard above.

Credit Hour Policy for Labs, Ensembles, and Applied Music Instruction

Laboratory: Laboratory describes a class in which all students are practicing an application of a scientific or technical nature that has most commonly been delivered in an associated class. Content in the laboratory class is usually based on content from an associated course. All students in the laboratory are following a similar set of instructions. A minimum of 100 minutes of lab time per week constitutes one credit hour.

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.

Departmental Credit by Exam

University students have the opportunity to request a Credit by Examination from University Departments. Available examinations and available dates can be found by contacting individual departments. Credit by Examination is ideal for students who might have life experience or experienced a similar course but did not earn University credit. Fee structures are published within the current year's University Catalog. Students who take a Language Exam and are placed into a 300 or higher language are eligible to apply for the Credit by Exam at the available 201, 202 course level. For this instance only, the Exam fee will be waived.

Exemption Exams

The University offers an opportunity for exemption from one or two freshmen level courses. Public Speaking and Engagement (COM 100) and College Writing II (WRI 101) exemptions are offered twice a year. Students are permitted to take each exam once, and those who pass will not gain University credit; rather, they will have fulfilled the general-education requirement for the course in question. (Note: Communication and Integrated Media majors are not permitted to participate in the COM 100 exemption exam.) Inquire with the Communication and Media, and English Departments for testing dates.

College-Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB) and other college-level testing center programs are listed on the University website for complete policy guidelines.

Examinations/Absence from Examinations

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

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; the student must have no more than 60 semester hours remaining in their 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. Students with time conflicts between courses will complete a Time Conflict contract.

An independent arrangement must be agreeable to the faculty member offering the course, the student, department chair, associate dean, and provost when applicable. Students will obtain an Independent Study/Independent Arrangement contract in the Office of the Registrar. Completed forms will be returned to the Office of Academic Affairs.

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. Such an option is identified as Independent Study, Independent Research, or Individual Study. This option is not available for a current course that is not already identified as Independent Study/Topics. Students with time conflicts between courses will complete a Time Conflict contract.

An independent study must be agreeable to the faculty member, the student, department chair, associate dean, and provost when applicable. Students will obtain an Independent Study/Independent Arrangement contract in the Office of the Registrar.

Remedial Course Work

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

► DEGREE REQUIREMENTS

Degrees Awarded

The curriculum provides a structure in which students can discover how a liberal arts education enriches their lives. It offers opportunities for them to reflect on their education and to integrate learning and experience. The curriculum encourages students to discern connections between the various fields within the liberal arts and between those fields and their major. It is designed to provide broad exposure to the disciplines in the liberal arts, concentration in major and minor fields, proficiency in several transferable skills and flexibility in program design. Heidelberg offers 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.

Degree Types

Upon fulfillment of all graduation requirements, students will be granted the degree type designated for their selected major: Graduating students who have completed the requirements for a double major with one major designated Bachelor of Arts and the other designated Bachelor of Science may select which degree type appears on their diploma. Each department has the authority to change the designation as needed.

Bachelor of Arts

Communication
Education- Early Childhood; Middle Childhood Language Arts/Social Science
English
German
History
Integrated Media
International Studies
Music
Philosophy
Political Science
Religion
Self-Designed Studies
Spanish
Sport Management- Business, Public Relations
Theatre

Bachelor of Music

Music Education, Performance, Theory/Composition, Industry

Bachelor of Science

Accounting
Athletic Training
Biochemistry
Biology

Business Administration
 Chemistry
 Computer Science
 Criminology
 Economics
 Education– Adolescent to Young Adult; Middle Childhood Math/Science
 Environmental Science
 Health Science
 Health and Human Performance
 Information Systems
 Mathematics
 Psychology
 Sport Management– Fitness

Master of Arts in Counseling
Master of Arts in Education
Master of Business Administration
Master of Music Education

Universal Summary of Graduation Requirements

All Degree Candidates must complete the following requirements. (Refer to full length policies listed within this section of the University Catalog.)

- Achieve a minimum of 120 semester hours.
- Achieve a minimum of a C (2.00 quality points) in any major or minor required course (allied courses are not included in this policy). Some departments may carry higher grading requirements to progress within the major.
- Earn a minimum cumulative point average of 2.00 to qualify for a degree.
- Fulfill at least one major.
- Complete half of the major and/or minor course requirements in residence.
- Undergraduate Academic Foundation– complete one of the following (a) Bachelor of Arts/Bachelor of Science General Education Requirements, (b) Bachelor of Music General Education Requirements, (c) Honors Program Requirements, or, (d) for Heidelberg transfer matriculants, a Bachelor degree from a regionally accredited institution, or an Associate of Arts or Associate of Science degree from a regionally accredited state–assisted institution of higher education in Ohio.
- Complete Responsibility and Major Related Requirements.
- Complete the HYPE Program.
- Complete no fewer than 30 semester hours at the junior level or above (300 or 400 levels at Heidelberg) at four–year institutions.
- Take at least the senior–year in residence; or, in a Heidelberg approved academic experience. Sixty semester hours must be earned at a four–year, regionally accredited institution to qualify for a degree.*
- Work toward one degree. No student may work for two degrees simultaneously. If a student wishes to work for a second degree, he or she must acquire an additional 30 academic hours at Heidelberg after completion of the first degree. To add another major, up to the allowable limits, additional course work can be done following graduation.

*Active–duty servicemembers and their adult family members (spouse and college–age children) must complete at least 25% of the degree requirements for all degrees in residence. In addition, there are no “final year” or “final semester” residency requirements for active–duty servicemembers and their family members. Academic residency can be completed at any time while active–duty servicemembers are enrolled. Reservist and National Guardsmen on active–duty are covered in the same manner.

Majors and Minors

All candidates for the Bachelor of Arts, Bachelor of Science, and Bachelor of Music must complete at least one major. Candidates for a Bachelor of Arts or Bachelor of Science degree may choose to complete more than one major and may also complete one or more minors. Candidates for the Bachelor of Music degree are eligible to complete only one major and one or two minors. Students electing to earn more than one major or minor may need to extend their semesters enrolled due to course rotations and/or course conflicts.

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

A minor is an approved course of study consisting of 15 to 21 semester hours of coursework. Most minors are designed by departments that offer majors, but some disciplines in which no major is offered may offer a minor. At least half of the required hours in a minor must be done as coursework here at Heidelberg University and one course must be at the 300 or 400 level. In the event that the required number of hours is an odd number, then the number of hours required at Heidelberg will be rounded up. For example, a student needs to complete at least 8 hours at Heidelberg for a 15–hour minor.

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

The student should declare a major by the close of his/her sophomore year. If a student elects to complete a minor, this should also be declared by the end of the sophomore year. Whenever possible, the student should select a mentor who teaches in the major department. Students who major or minor in more than one field must complete all of the requirements for each major or minor including allied courses. Students who desire to change their major or minor should make their request in writing through the Office of the Registrar.

Minor Offerings

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

Archaeology	Literature
Art	Mathematics
Biology	Music
Chemistry	Philosophy
Communication	Physics
Computer Science	Political Science
Economics	Public History
Environmental Studies	Psychology
Geology	Religion
German	Spanish
History	Sport Management
Integrated Media	Theatre
International Studies	Wellness
Latin American Studies	Women’s and Gender Studies
Legal Studies	Writing

► GENERAL EDUCATION REQUIREMENTS

All Honors Program candidates complete the Honors Program curriculum listed within the Program of Study section, rather than the General Education Requirements described below.

Bachelor of Music candidates follow the General Education Requirements outlined under “Major and Minor Requirements: Department of Music” within the Program of Study section.

All other candidates for either the Bachelor of Arts or Bachelor of Science degrees must satisfy the University’s General Education Requirements. This curriculum is designed to provide students with the abilities and broad liberal arts background necessary for living lives of purpose with distinction. A course may be counted to meet a general education requirement if and only if that course is designated to fulfill that requirement in the semester that the course is taken.

Courses fulfilling more than one General Education Requirement

A single course may be counted in up to three different abilities categories. When a course fulfills an Abilities Requirement, but is also listed within the Breadth of Academic Experience (Fine Arts, Humanities, Natural Sciences, or Social Sciences), Global Cultural Perspectives, and/or Personal Health and Wellness requirements, this course may also be used to fulfill a requirement in one or more of these categories.

I. Abilities Requirements: Students take courses addressing five abilities related to thinking and communication. The number of courses required differs according to the ability.

a. Critical Thinking Ability: Students should be able to demonstrate good critical thinking skills. Critical thinking is embedded into the courses that fulfill Abilities Requirements; however, there are no specific course requirements within this ability category.

Definition: Critical thinking is defined by Robert Ennis as “reasonable reflective thinking focused on deciding what to believe or do.” Critical thinking skills include clearly stating a reasonable position on a topic; developing and supporting that position fully and consistently with sufficient well chosen reasons, examples, data and/or details; and when appropriate providing pertinent documentation of any sources referenced. The critical thinker can interpret, analyze, evaluate, and make a decision regarding the statements of others.¹

b. Oral Communication Ability: All students must pass COM 100 or the equivalent. (In addition, see major related requirements for the Senior Capstone Experience.)

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

Learning Outcomes: In completing the Oral Communication Ability requirements, students will exhibit competence in rhetorical awareness; utilize critical thinking to present a clear purpose/thesis supported by appropriate examples/evidence; use appropriate vocal variety, pronunciation/grammar/articulation, non-verbal behaviors, and (when applicable) visual aids; and cite sources according to disciplinary practice.

c. Quantitative Literacy Ability (Q): All students must pass one **Quantitative Literacy Ability course**.

Students may not take Quantitative Literacy Ability courses until they have passed MTH 090 or the equivalent.

Quantitative Literacy Ability courses provide students with the capability to critique or construct arguments that involve mathematical and statistical ideas specific to the discipline. Quantitative literacy courses will include assignments that focus on computational algebra skills (such as relationships, formulas, functions and diagrams) and/or probability and statistics skills (such as standard deviation and basic principles of probability).

Learning outcomes: Quantitative literacy includes two levels of quantitative skills. Pre-College Skills include competency in basic arithmetic, basic algebra, and descriptive geometry. The overall learning outcome at the College Skills level is that students should demonstrate the ability to critique or construct arguments that involve mathematical and statistical ideas.

Transfer students must pass one Quantitative Literacy course.

Quantitative Literacy Ability courses are designated with a (Q) symbol on semester course listings. A complete list of “Q” courses may be found below:

- Accounting 334- Federal Income Tax
- Accounting 474- Advanced Accounting
- Anthropology 325- Forensic Anthropology
- Biology 205- Biostatistics
- Geology 308- Surface Water Systems
- Geology 350- Soils and Groundwater
- Management 490- Strategic Management
- Mathematics 115- Quantitative Reasoning
- Mathematics 121- Elementary Functions
- Mathematics 210- Elementary Statistics

- Mathematics 222- Calculus I
- Physics 101- General Physics I
- Physics 102- General Physics II
- Political Science 344- Research Methods
- Psychology 201- Research Methods and Data Analysis I

d. Reading Ability (R): All students must pass six Reading Ability courses and must be taken in residence. Reading Ability courses will expose students to a variety of genres and reading materials (articles, newspapers, texts, essays, etc.) specific to the discipline and at a difficulty level appropriate to the course level. Reading courses will include assignments that are often made in concert with writing, oral language, and/or critical thinking skills.

Learning Outcomes: Students will, through reading a variety of reading sources, demonstrate the ability to comprehend the historical positioning of the author and the reader in relation to the context of the work; analyze the purpose of that reading material in the context of the course; evaluate the work through discipline-specific criteria; and apply the information gained from one context to another context.

The number of Reading Ability courses required of transfer students is dependent upon the number of semester hours they transfer into Heidelberg.

1-23 semester hours transferred:	6 Reading Abilities courses required
24-55 semester hours transferred:	4 Reading Abilities courses required
56-87 semester hours transferred:	2 Reading Abilities courses required
88+ semester hours transferred:	1 Reading Abilities course required

Reading Ability courses are designated with an (R) symbol on semester course listings. A complete list of “R” courses may be found below:

- Accounting 334- Federal Income Tax
- Accounting 373- Accounting Information Systems
- Anthropology 200- Cultural Anthropology
- Anthropology 300- Native North Americans
- Art 118- Art and the Visual Experience
- Athletic Training 180- Advanced Emergency Care
- Athletic Training 382- Therapeutic Exercise
- Biology 223- Genetics
- Biology 224- Cell and Molecular Biology
- Biology 311- Biology Seminar
- Biology 312- Evolution
- Biology 415- Animal Behavior
- Business Administration 202- Innovation and Creativity
- Communication 101- Explorations in Communication
- Communication 201- Critical Thinking and Argumentation
- Economics 102- Principles of Economics
- Economics 330- Public Finance
- Economics 346- Law and Economics
- Economics 362- Intermediate Macroeconomic Theory
- Education 217- Children’s Literature
- Education 218- Adolescent Literature
- Education 345- Curriculum and Instruction for Young Children
- Education 425- Multicultural Literature
- Environmental Science 300- Issues in Environmental Science
- Environmental Science 334- Ecology
- Finance 330- Intermediate Corporate Finance
- Geology 308- Surface Water Systems
- Health and Human Performance 211- History of Sport and Fitness
- Health and Human Performance 314- Administration School of Health Program
- Health and Human Performance 315- Legal Aspects of Sport
- Health and Human Performance 316- Sport and Society
- Health and Human Performance 454- Adaptive Physical Education
- Health and Human Performance 490- Capstone Course
- Health Science 290- Applied Pharmacology and Pathology
- Health Science 425- Healthcare Seminar
- Health Science 485- Healthcare Administration
- Health Science 487- Exercise Physiology
- History 105- World Civilization I
- History 106- World Civilization II

¹- Ennis, R.H. (1991). *Critical thinking: A streamlined conception*. *Teaching Philosophy*, 14(1), 5-25.

History 107- American History to 1865
History 108- American History 1865 to the present
History 222- Public Historian's Craft
History 311- The Greco-Roman World
History 321- Medieval Europe
History 322- Renaissance and Reformation
History 325- Modern Europe
History 331- Ancient East Asia
History 333- Politics and History of East Asia
History 357- History of England
History 359- History of Germany
Literature 102- Literary Genres
Literature 151- Literary Theme: The Individual versus Society
Literature 152- Literary Theme: Literature Into Film
Literature 153- Literary Theme: Fantasy
Literature 155- Literary Theme: Literature and Nature
Literature 205- Literature of the Ancient World
Literature 206- Literature of the Modern World
Literature 221- British Literature to 1798
Literature 222- British Literature, 1798 to the Present
Literature 231- American Literature to 1860
Literature 232- American Literature, 1860 to the Present
Literature 291- Introduction to Literary Theory
Literature 306- African American Literature
Literature 307- Literature by Women
Literature 330- Studies in the Novel
Literature 340- Major World Author
Literature 346- Shakespeare
Literature 350- Studies in British Literature
Literature 355- Studies in American Literature
Literature 360- Studies in World Literature
Management 320- Organizational Behavior
Management 340- Human Resource Management
Marketing 302- Marketing
Media 162- Media Focus: Television
Media 163- Media Focus: Online Media
Media 164- Media Focus: Advertising and Public Relations
Media 304- Public Relations
Media 325- Media Criticism: Popular Culture
Music 213- World Music
Music 216- Conducting I
Music 359- Chamber Literature
Music 363- Music Education Early Childhood/Elementary School
Music 369- Leadership in Entrepreneurship in the Arts
Music 373- Choral Music Education Secondary Curriculum
Music 374- Instrumental Music Education Secondary Curriculum
Non-Departmental 105- Truth About Social Class
Non-Departmental 112- Women in Art
Non-Departmental 121- Understanding Geography through a Humanities Approach
Non-Departmental 128 Learning Process in an Academic Environment
Non-Departmental 301- Literature and Fine Arts
Non-Departmental 302- Literature and Fine Arts
Non-Departmental 305- Romantic Revival
Political Science 310- Politics and History of East Asia
Political Science 323- Political Culture
Political Science 379- Global Issues: Political Development
Psychology 101- General Psychology
Psychology 206- Child Psychology
Psychology 207- Adolescent Psychology
Psychology 209- Abnormal Psychology
Psychology 305- Adult Development
Psychology 310- Social Psychology
Psychology 317- Psychology of Personality
Psychology 321- The Brain and Behavior
Psychology 491- Classical, Contemporary, and Ethical Issues in Psychology
Religion 109- Judaism, Catholicism and Protestantism
Religion 201- Introduction to the Old Testament
Religion 202- Introduction to the New Testament

Religion 204- Religions of the World
Religion 210- Religion and Politics in America
Religion 250- Christian Social Ethics
Religion 302- Topics in Biblical Literature
Religion 308- History of Christian Thought
Religion 309- Contemporary Christian Thought
Religion 340- Topics in Religion
Writing 210- Creative Writing
Writing 213- Intermediate Writing
Writing 311- Advanced Poetry
Writing 312- Advanced Fiction Writing
Writing 313- Technical Writing
Writing 314- Advanced Creative Nonfiction Writing

e. Writing Ability (W): All students must pass five Writing Ability courses; must be taken in residence and Writing 101 or the equivalent. (In addition, see major related requirements for the Senior Capstone Experience.)
Writing 101 is the required portion of the Heidelberg first-year writing program. In order to effectively serve Heidelberg's student body, the first-year writing program features a two-tiered structure. The primary course, the completion of which satisfies the University's writing proficiency requirement, is Writing 101. For students who—through a process of directed self-placement—view themselves as not adequately prepared for Writing 101, a preliminary course, Writing 100, will serve as preparation for Writing 101.

Writing Ability courses are courses that emphasize writing. Writing courses include at least one assignment that requires students to find and utilize appropriate and credible sources in support of a valid and defensible thesis. Writing courses will include assignments that are often made in concert with reading, oral language, and critical thinking skills.

Learning Outcomes: Students should produce quality prose writing in English and should demonstrate the ability to incorporate others' ideas—from written and other sources—into their own discourse.

The number of Writing Abilities courses required of transfer students is dependent upon the number of semester hours they transfer into Heidelberg. Transfer students without the equivalent of Writing 101 on their transcripts must take that course as one of their required Writing Ability courses.

1-23 semester hours transferred:	5 Writing Ability courses required
24-55 semester hours transferred:	3 Writing Ability courses required
56-87 semester hours transferred:	2 Writing Ability courses required
88+ semester hours transferred:	1 Writing Ability course required

Writing Ability courses are designated with a (W) symbol on semester course listings. A complete list of "W" courses may be found below:

Anthropology 300- Native North Americans
Anthropology 355- Ethnozoology
Athletic Training 381- Therapeutic Modalities
Athletic Training 382- Therapeutic Exercise
Biology 312- Evolution
Biology 318- Human Medical Genetics
Biology 325- Microbiology
Biology 329- Cancer Genetics
Biology 415- Animal Behavior
Business Administration 202- Innovation and Creativity
Business Administration 328- International Business
Chemistry 202- Organic Chemistry II
Chemistry 305- Quantitative Analysis
Communication 101- Explorations in Communication
Communication 201- Critical Thinking and Argumentation
Economics 346- Law and Economics
Economics 352- International Economics
Economics 361- Intermediate Microeconomic Theory
Education 217- Children's Literature
Education 227- Principles of Teaching Seminar: Middle Childhood
Education 228- Principles of Teaching Seminar: Adolescent to Young Adult
Education 229- Principles of Teaching Seminar: Multi-Age

Education 321- Language/Literacy Development in Early Childhood
 Education 324- Teaching Written Composition
 Education 345- Curriculum and Instruction for Young Children
 Education 347- Reading to Learn in the Content Area: Multi Age
 Education 350- Reading to Learn in the Content Area: Middle/AYA
 Environmental Science 300- Issues in Environmental Science
 Environmental Science 334- Ecology
 Environmental Science 370- Internship
 Finance 330- Intermediate Corporate Finance
 Health and Human Performance 211- History of Sport and Fitness
 Health and Human Performance 314- Administration School of Health Program
 Health and Human Performance 315- Legal Aspects of Sport
 Health and Human Performance 316- Sport and Society
 Health and Human Performance 454- Adaptive Physical Education
 Health and Human Performance 490- Capstone Course
 Health Science 290- Applied Pharmacology and Pathology
 Health Science 487- Exercise Physiology
 Health Science 490- Research Methods in Health Sciences
 History 105- World Civilization I
 History 106- World Civilization II
 History 107- American History to 1865
 History 108- American History 1865 to the present
 History 222- Public Historian's Craft
 History 311- The Greco-Roman World
 History 321- Medieval Europe
 History 322- Renaissance and Reformation
 History 325- Modern Europe
 History 331- Ancient East Asia
 History 332- Politics and History of the Modern Middle East
 History 333- Politics and History of Modern East Asia
 History 357- History of England
 History 359- History of Germany
 Literature 102- Literary Genres
 Literature 151- Literary Theme: The Individual versus Society
 Literature 152- Literary Theme: Literature Into Film
 Literature 153- Literary Theme: Fantasy
 Literature 155- Literary Theme: Literature and Nature
 Literature 205- Literature of the Ancient World
 Literature 206- Literature of the Modern World
 Literature 221- British Literature to 1798
 Literature 222- British Literature, 1798 to the Present
 Literature 231- American Literature to 1860
 Literature 232- American Literature, 1860 to the Present
 Literature 291- Introduction to Literary Theory
 Literature 306- African American Literature
 Literature 307- Literature by Women
 Literature 330- Studies in the Novel
 Literature 340- Major World Author
 Literature 346- Shakespeare
 Literature 350- Studies in British Literature
 Literature 355- Studies in American Literature
 Literature 360- Studies in World Literature
 Marketing 302- Marketing
 Marketing 325- Consumer Behavior
 Media 156- Media and Culture
 Media 205- Media Writing
 Media 304- Public Relations
 Media 312- Advanced Media Writing: Journalism
 Media 313- Advanced Media Writing: Scripts
 Media 314- Advanced Media Writing: Advertising and Public Relations
 Media 315- Advanced Media Writing: Online Media
 Media 325- Media Criticism: Popular Culture
 Management 300- Principles of Management
 Management 340- Human Resource Management
 Management 490- Strategic Management
 Music 110- Introduction to the Teaching of Music and Related Careers
 Music 213- World Music
 Music 246- History and Literature: Romantic and 20th Century
 Music 359- Chamber Literature for Winds/Strings and Piano

Music 374- Instrumental Music Education in the Secondary Curriculum
 Non-Departmental 105- Truth About Social Class
 Non-Departmental 125- Sex and Violence in Fairy Tales
 Non-Departmental 305- Romantic Revival
 Philosophy 140- Introduction to Philosophy
 Philosophy 200- Aesthetics
 Philosophy 309- History of Western Philosophy: Ancient and Medieval
 Philosophy 310- History of Western Philosophy: Modern
 Philosophy 317- Philosophy of Religion
 Philosophy 490- Philosophy Colloquium
 Political Science 293- Introduction to Canada
 Political Science 310- Politics and History of East Asia
 Political Science 324- American Foreign Policy
 Political Science 344- Research Methods
 Political Science 377- Global Issues II
 Political Science 383- Politics and History of the Middle East
 Psychology 201- Research Methods and Data
 Psychology 313- Media, Popular Culture, and Psychology
 Psychology 321- The Brain and Behavior
 Psychology 491- Classical, Contemporary, and Ethical Issues in Psychology
 Religion 250- Christian Social Ethics
 Religion 302- Topics in Biblical Literature
 Religion 308- History of Christian Thought
 Religion 309- Contemporary Christian Thought
 Religion 413- Independent Study
 Religion 414- Independent Study
 Religion 475- Honors Course
 Religion 476- Honors Course
 Writing 210- Creative Writing
 Writing 213- Intermediate Writing
 Writing 311- Advanced Poetry
 Writing 312- Advanced Fiction Writing
 Writing 313- Technical Writing
 Writing 314- Advanced Creative Nonfiction Writing

II. Breadth of Academic Experience Requirement: All students must pass two courses from two different prefixes in each of four disciplinary areas. The four disciplinary areas are listed and defined below:

a. Fine Arts (F)

Learning Outcomes: Students should demonstrate an understanding of the aesthetic value of the Fine Arts through one or more of the following areas: critical analysis of the artistic experience; active participation in the creative process; reflection on the relationship between the Fine Arts and our global culture.

Fine Arts courses are designated with a (F) symbol on semester course listings. A complete list of "F" courses may be found below:

Art 102- Introduction to Two-Dimensional Art and Graphics
 Art 103- Introduction to Three-Dimensional Art
 Art 118- Art and Visual Experience
 Art 131- Graphic Design
 Art 312- Studio Art
 Art 355- Art Fundamentals
 Art 358- Elementary Art Methods
 Communication 209- Visual Communication
 Media 126- Video Game Production
 Media 161- Media Focus: Film
 Media 171- Digital Storytelling
 Media 307- Sight, Sound, and Motion
 Media 322- Media Criticism: Film
 Music 100- Major Ensemble
 Music 105- Fundamentals of Music
 Music 127- Non-Major Performance
 Music 128- Non-Major Performance
 Music 141- Opera Workshop
 Music 149- Understanding and Enjoying Music
 Music 151- American Musical Theatre
 Music 152- American Popular Music

Musc 153- Music and the Movies
 Music 154- Jazz in America
 Music 200- Major Ensemble
 Music 227- Non-Major Performance
 Music 228- Non-Major Performance
 Music 241- Opera Workshop
 Music 300- Major Ensemble
 Music 327- Non-Major Performance
 Music 328- Non-Major Performance
 Music 341- Opera Workshop
 Music 400- Major Ensemble
 Music 427- Non-Major Performance
 Music 428- Non-Major Performance
 Music 441- Opera Workshop
 Non-Departmental 112- Women in Art
 Non-Departmental 301- Literature and Fine Arts
 Non-Departmental 302- Literature and Fine Arts
 Philosophy 200- Aesthetics
 Physics 104- Introduction to Photography
 Theatre 105- Play Production: Stagecraft
 Theatre 150- Introduction to the Theatre
 Theatre 207- Acting
 Theatre 219- Experiential Learning in Theatre Production
 Theatre 220- Experiential Learning in Theatre Performance
 Theatre 306- Play Production: Directing
 Theatre 307- Advanced Acting
 Theatre 320- Play Production: Musical Theatre
 Theatre 407- Advanced Acting II
 Writing 210- Creative Writing
 Writing 311- Advanced Poetry
 Writing 312- Advanced Fiction Writing
 Writing 314- Advanced Creative Nonfiction Writing

b. Humanities (H)

Learning Outcomes: Through writing and speaking, students will demonstrate an understanding of the Humanities through one or more of the following areas: recognize and reflect upon universal cultural themes; critique ideas and theories using textual evidence to support claims; connect artifacts to their varied cultural contexts and meanings.

Humanities courses are designated with a (H) symbol on semester course listings. A complete list of “H” courses may be found below:

Communication 101- Explorations in Communication
 Education 218- Adolescent Literature
 German 417- Periods in German Literature
 German 418- Periods in German Literature
 History 105- World Civilization
 History 106- World Civilization
 History 107- American History to 1865
 History 108- American History 1865 to the Present
 History 222- Introduction to Public History
 Literature 102- Literary Genres
 Literature 151- Literary Theme: The Individual versus Society
 Literature 152- Literary Theme: Literature Into Film
 Literature 153- Literary Theme: Fantasy
 Literature 155- Literary Theme: Literature and Nature
 Literature 205- Literature of the Ancient World
 Literature 206- Literature of the Modern World
 Literature 221- British Literature to 1798
 Literature 222- British Literature, 1798 to the Present
 Literature 231- American Literature to 1860
 Literature 232- American Literature, 1860 to the Present
 Literature 291- Introduction to Literary Theory
 Literature 306- African American Literature
 Literature 307- Literature by Women
 Literature 330- Studies in the Novel
 Literature 340- Major World Author
 Literature 346- Shakespeare

Literature 350- Studies in British Literature
 Literature 355- Studies in American Literature
 Literature 360- Studies in World Literature
 Media 162- Media Focus: Television
 Media 163- Media Focus: Online Media
 Media 164- Media Focus: Advertising and Public Relations
 Media 323- Media Criticism: Television
 Media 324- Media Criticism: Online Media
 Media 325- Media Criticism: Popular Culture
 Music 211- Journey of the Blues
 Non-Departmental 125- Sex and Violence in Fairy Tales
 Non-Departmental 305- Romantic Revival
 Philosophy 140- Introduction to Philosophy
 Philosophy 216- Ethics
 Philosophy 217- Bioethics
 Philosophy 218- Ethics in Professional Life
 Philosophy 309- History of Western Philosophy: Ancient and Medieval
 Philosophy 310- History of Western Philosophy: Modern
 Philosophy 317- Philosophy of Religion
 Philosophy 490- Philosophy Colloquium
 Political Science 293- Introduction to Canada
 Political Science 315- Art and Espionage
 Political Science 323- Political Culture
 Religion 109- Judaism, Catholicism and Protestantism
 Religion 201- Introduction to the Old Testament
 Religion 202- Introduction to the New Testament
 Religion 204- Religions of the World
 Religion 210- Religion and Politics in America
 Religion 250- Christian Social Ethics
 Religion 302- Topics in Biblical Literature
 Religion 308- History of Christian Thought
 Religion 309- Contemporary Christian Thought
 Religion 339- Topics in Religion
 Religion 340- Topics in Religion
 Religion 413- Independent Study
 Religion 414- Independent Study
 Religion 475- Honors Course
 Religion 476- Honors Course
 Religion 490- Senior Seminar
 Sociology 347- Cities and Society
 Spanish 321- Survey of Latin American Literature
 Spanish 330- Contemporary Latin American Narrative
 Spanish 333- Spanish Culture and Civilization
 Theatre 321- Early and Modern Drama
 Theatre 322- Contemporary Drama
 Women's and Gender Studies 100- Introduction to Women's and Gender Studies
 Women's and Gender Studies 400- Gender Theory
 Writing 213- Intermediate Writing

c. Natural Sciences (N)

Learning Outcomes: Students should demonstrate a thorough understanding of the Natural Sciences through one or more of the following areas: an understanding of the nature of scientific inquiry, and methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, and evaluation of evidence; an understanding of the application of scientific concepts, models, evidence and data in the natural sciences and perform basic applications; they can analyze and evaluate scientific information and are prepared to make informed decisions on contemporary issues involving scientific information acquired in the course. One course must have a laboratory component; a laboratory alone cannot fulfill the course requirement. Each course offering a lab include (L) behind the course number.

Natural Science courses are designated with a (N) symbol on semester course listings. A complete list of “N” courses may be found below:

Anthropology 205- Physical Anthropology
 Anthropology 325- Forensic Anthropology
 Athletic Training 213- Anatomy for Orthopedic Assessment
 Biology 110- Contemporary Biological Problems (L)

Biology 115– Food, Medicine, and Drugs
 Biology 123– Biology I (L)
 Chemistry 103– Fundamentals of Chemistry (L)
 Chemistry 105– Introduction to Forensic Chemistry (L)
 Chemistry 111– General Chemistry (L)
 Computer Science 150– Fundamentals of Computer Science (L)
 Environmental Science 101– Introduction to Environmental Science (L)
 Geology 101– Physical Geology (L)
 Geology 201– Environmental Geology
 Health Science 487– Exercise Physiology
 Physics 100– Introduction to Physical Principles (L)
 Physics 101– General Physics I (L)
 Physics 102– General Physics II (L)
 Physics 172– Introduction to Astronomy

d. Social Sciences (S)

Learning Outcomes: Students should demonstrate an understanding of variables that affect social structures and phenomena through one or more of the following areas: describe how individuals and groups are influenced by social, cultural, or political institutions; demonstrate an understanding of methods used in the social sciences and the ethical issues related to those methods; apply knowledge from at least one social science discipline to a contemporary social phenomena to assess its causes, consequences and ethical implications; analyze a social phenomenon using an appropriate method, including the formulation and testing of a hypothesis through data collection the analysis of relevant data as well as and a review of relevant literature.

Social Science courses are designated with a (S) symbol on semester course listings. A complete list of “S” courses may be found below:

Anthropology 100– Introductory Anthropology
 Anthropology 200– Cultural Anthropology
 Anthropology 210– Introduction to Archaeology
 Anthropology 255– Analysis of Cultural Materials
 Anthropology 310– Historic and Military Archaeology
 Business Administration 101– Introduction to Business Administration
 Business Administration 202– Innovation and Creativity
 Communication 204– Group Communication and Leadership
 Economics 102– Principles of Economics
 Economics 251– Principles of Microeconomics
 Economics 252– Principles of Macroeconomics
 Education 227– Principles of Teaching Seminar: Middle Childhood
 Education 228– Principles of Teaching Seminar: Adolescent to Young Adult
 Education 229– Principles of Teaching Seminar: Multi-Age
 History 332– Politics and History of the Middle East
 Management 300– Principles of Management
 Marketing 325– Consumer Behavior
 Media 156– Media and Culture
 Non-Departmental 105– Truth About Social Class
 Political Science 125– Introduction to Politics and Government
 Political Science 221– Global Politics
 Political Science 227– American National Government
 Political Science 235– The Constitution and the Structure of Government: Struggles for Power
 Political Science 240– African Politics
 Political Science 263– European Politics
 Political Science 304– Congress
 Political Science 324– American Foreign Policy
 Political Science 376– Global Issues I
 Political Science 377– Global Issues II
 Political Science 383– Politics and History of the Middle East
 Political Science 389– Intelligence Operations
 Psychology 101– General Psychology
 Psychology 206– Child Psychology
 Psychology 207– Adolescent Psychology
 Psychology 209– Abnormal Psychology
 Sociology 100– Introductory Sociology

III. Global/Cultural Perspectives Requirement (G)

Learning Outcomes: Students will gain exposure of and demonstrate an understanding of various cultural experiences associated with living in a diverse world through one or more of the following areas: use appropriate language or terminology to describe cultural practices; articulate multiple perspectives in regard to various cultural practices; identify similarity and different cultural values, political structure, social networks, economics or religious/spiritual issues.

All Students must successfully complete one global/cultural experience and one foreign language experience.

Global/Cultural Perspectives: courses are designated with a (G) symbol on semester course listings. A complete list of “G” courses may be found below:

Anthropology 200– Cultural Anthropology
 Anthropology 210– Introduction to Archaeology
 Anthropology 310– Historic and Military Archaeology
 Biology 115– Food, Medicine, and Drugs
 Business Administration 328– International Business
 Communication 314– Advanced Interpersonal Communication: Intercultural
 Economics 352– International Economics
 Finance 355– International Finance
 German 290– Preparation for Study Abroad
 German 317– Germany, Present and Past
 German 318– Germany, Present and Past
 German 489– German Portfolio
 History 105– World Civilization
 History 106– World Civilization
 History 332– Politics and History of the Middle East
 History 333– Politics and History of East Asia
 Intervention Specialist 265– Diversity in Today’s Schools
 Intervention Specialist 266– Education Camp Clinical Experience
 Literature 205– Literature of the Ancient World
 Literature 206– Literature of the Modern World
 Literature 306– African American Literature
 Literature 307– Literature by Women
 Literature 340– Major World Author
 Literature 360– Studies in World Literature
 Music 213– World Music
 Non-Departmental 107– Exploring Chinese Culture
 Non-Departmental 121– Understanding Geography through a Humanities Approach
 Non-Departmental 206– Introduction to US/Mexico Border Issues
 Non-Departmental 345– Service Learning US/Mexico Border
 Philosophy 200– Aesthetics
 Philosophy 309– History of Western Philosophy: Ancient and Medieval
 Philosophy 310– History of Western Philosophy: Modern
 Philosophy 317– Philosophy of Religion
 Political Science 221– Global Politics
 Political Science 240– African Politics
 Political Science 263– European Politics
 Political Science 293– Introduction to Canada
 Political Science 310– Politics and History of East Asia
 Political Science 376– Global Issues I
 Political Science 383– Politics and History of the Middle East
 Psychology 407– Multicultural Psychology
 Religion 204– Religions of the World
 Spanish 290– Study Abroad Preparation
 Spanish 321– Survey of Latin American Literature
 Spanish 325– Spanish Literature Survey
 Spanish 330– Contemporary Latin American Narrative
 Spanish 333– Spanish Culture and Civilization
 Spanish 334– Latin American Culture and Civilization
 Spanish 489– Spanish Portfolio

Alternative global/cultural Experiences

A university-approved study-abroad experience of at least four weeks. (One semester abroad counts as two global/cultural experiences.) Or, another experience approved in writing by the Provost.

AND, in addition to the Global/Cultural Requirement

Foreign Language course: Pass one at the 102 level or the equivalent.*^

Languages may be found below:

Chinese 102- Elementary Chinese

French 102- Elementary French

Greek 102- Elementary Greek

Greek 112- New Testament Greek

German 102- Introduction to German

Spanish 102- Elementary Spanish

American Sign Language at the 102 level (not available at Heidelberg)

*102-level equivalency includes: 201-level placement on the language placement test; CLEP, IB or AP foreign language credit; or status as an international student for whom English is a second language.

^Students that reach equivalencies through the above, must complete one of the following:

A second Global/Culture course listed in the above (G) category, or

A second language that is other than the language exempted from (second language will need to be at 102 level), or

A higher level language course within the student's exempted language (SPA 201, 202, 305, 307, 319, 320, 411, 412; GER 201, 202, 301, 302, 317, 318, 415, 416, 417, 418; FRN 201, 202)

IV. Personal Health and Wellness Requirement (P)

Learning Outcomes: Students should have a thorough understanding of how to positively contribute to their own health and wellness through one of the following areas: students will assess their current state of health and wellness via completion of quantitative learning tools; student will demonstrate knowledge of current scientific data regarding cost and benefits of health choices; students will develop strategies to maintain lifelong physical, mental and social wellness.

Personal Health and Wellness courses are designated with a (P) symbol on semester course listings. A complete list of "P" courses may be found below:

All students must successfully complete **one** of the following:

Lifetime activity coursework (HHP 100) totaling two semester hours.*

OR

One course from the following list:

Anthropology 205- Physical Anthropology

Athletic Training 389- Principles of Strength, Conditioning and Exercise Prescription

Health and Human Performance 103- Strategies for Fitness and a Healthy Lifestyle

Health and Human Performance 116- Health and Wellness

Health and Human Performance 306- Nutrition

Health Sciences 425- Health Care Seminar

Political Science 240- African Politics

Psychology 269- Human Sexuality

Psychology 337- Positive Psychology

Theatre 215- Discover the Body Through Movement

Theatre 216- Introduction to Dance Technique

* Notes: Students may count a maximum of two semester hours of HHP 100 coursework toward the 120 hours needed for graduation. Students have an opportunity to substitute one non-credit, intercollegiate sport (HHP 050A-Z) toward one hour of the two semester hour requirement. While intercollegiate athletic participation is not considered an academic course, to manage successful completion, a grade of Satisfactory or Unsatisfactory will be assigned by the head coach/instructor. All academic policies will apply to the intercollegiate athletic registration.

Special Exemptions

While the University is committed to the General Education requirements as the foundation of a broad liberal arts education, it is also recognized that in a few extraordinary situations (for example, a student with two majors with foreign study and/or internship requirements) a student may have difficulty scheduling the completion of the General Education requirements. In such cases, a student may petition the Office of Academic Affairs for Special Exemptions from not more than two courses in the General Education requirements. Petitioning students must have a minimum 3.00 grade point average and have completed not more than 60 semester hours of university credit. All exemptions will be reviewed on an individual basis and do not reduce the 120 hours required for graduation.

► RESPONSIBILITY AND MAJOR RELATED REQUIREMENTS FOR ALL MAJORS AND PROGRAMS

The AIM (advise, inspire, mentor) Hei mentoring program is a three semester program for new incoming students that provides a structured means by which students can: 1. design and implement a program of study – both inside and outside the classroom – aimed at achieving the learning goals the University has for its graduates; 2. Define, explore, and reflect upon their academic, personal, and professional goals and relate those goals to Heidelberg and beyond.

New students select an AIM Hei themed section and work with that faculty member for three semesters. Students transferring to Heidelberg with fewer than 24 credit hours will participate in the AIM Hei program. Transfer students with 24 or more credit hours and adult students are exempt from the AIM Hei program.

Responsibility Requirement: The AIM (advise, inspire, mentor) Hei mentoring program provides first-time degree-seeking and transfer students with a structured means by which they can design and implement a program of study – both inside and outside the classroom – aimed at achieving the University's four responsibility goals:

- Value and pursue academic excellence
- Develop personal and professional responsibility
- Act with integrity in all aspects of one's life
- Become engaged through participation and service in one's communities

Learning Outcomes: Upon completion of the AIM Hei program, students will be able to demonstrate:

- An understanding of the nature of a liberal arts education, including how the Heidelberg general education program or honors program, individual majors and extracurricular experiences relate to such an education;
- How co- and extracurricular experiences relate to a liberal arts education;
- The ability to set academic, professional and personal goals and to make plans related to the fulfillment of those goals;
- The ability to reflect upon experiences and to use that reflection as the basis for modifying goals and plans related to their academic, professional and personal lives;
- An awareness of support and planning resources at Heidelberg University related to academic, professional and personal issues;
- An understanding of degree requirements and auditing, along with the course registration process at Heidelberg University.

► GRADE REQUIREMENTS

Dean's List

After the completion of each semester, the Vice President for Academic Affairs and Provost of the University publishes a list of those full-time students who attained an average of at least 3.500 during the semester and have no grade below a "C" (2.000 quality points). To be eligible for the Dean's List, students must complete at least 5 semester hours that contribute to the GPA. A student receiving an incomplete (I) is not eligible for the Dean's List until the grade is resolved.

Grading System

The quality of work done by a student is indicated by the symbols, A (-), B (+/-), C (+/-), D (+/-), F, FN, P, U and S. An A indicates the highest standard of work; B indicates good work; C indicates competent work; D is minimal passing work; F or U indicates outright failure, and FN indicates outright failure due to non attendance or stopped attendance without an official withdrawal. Grades P or S indicate a letter grade of "C" or better. At the close of each semester, a report of grades is available on-line to each student. If a student wishes to appeal a grade, a description of the procedure is available in the Student Handbook and in the section Grade Change/Appeal.

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 C-, D, F, WF, or FN in a course and repeats the course, the cumulative point average will reflect the higher grade, although both grades will remain on the transcript. The course must be repeated for the same number of semester hours at Heidelberg University. A course repeated more than once will be treated as a separate course with no replacement of a previous grade. Repeated courses where credit was earned will not accumulate additional hours towards graduation unless the course is designed to be a repeatable course. Students may retake HEI 101 even when the course subject is not the same. The course must be retaken in the subsequent semester the student is enrolled.

Students who gain permission to repeat a course as a transient student must meet the transfer course policy. Although transfer grades are not added/calculated to the Heidelberg record, the initial course grade and credits will be excluded from the student grade point calculation.

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. (See Incomplete Grade Clause for Graduating Students under Graduation/Commencement.)

Quality Points

Grade values are as follows: grade of A= 4.000; A-= 3.667; B+= 3.333; B= 3.000; B-= 2.667; C+= 2.333; C= 2.000; C-= 1.667; D+= 1.333; D= 1.000; D-= 0.667; F, FN, WF= 0.000. Grades of AU, I, P, U, S 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 while the average is never rounded although truncated to the tenths or hundredths. The semester grade point average is calculated in the same way.

Audit

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

meet these requirements. Students will not be eligible for "Credit by Examination" after having taken a class for audit credit. An audited course may not be used toward degree requirements.

Pass-Fail Courses

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

Credit earned as Pass-Fail, when the course is taught on a traditional grading scale of A-F, will not count towards the major or minor, the General Education Requirements, or Honors Seminars or Support Courses. A Pass-Fail arrangement is irrevocable; that is, the Pass-Fail may not be changed during the semester or at a later date to a letter grade. The Pass-Fail credit hours can be used to fulfill elective hours needed to meet the 120 credit hour graduation requirement.

Withdrawals will be handled according to the rules governing all courses (WF after the specified date). "Pass" should designate that the student did work comparable to C (2.00) or better. "Fail" equates to a C-, D or F. A student wishing to register for a Pass-Fail course must obtain a Pass-Fail Agreement form from the Registrar's Office and submit it by the last day to add classes.

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 Department Chair 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.

Students who wish to appeal a course grade must begin the process within the first regular semester following assignment of the final course grade. The complete Student Grade Appeal Policy is located in the Student Handbook.

Major and Minor Grade Requirements

Students following the 2015-16 catalog or a later catalog must maintain a cumulative GPA of 2.000 in all required major, track or concentration, and minor courses. In addition, students must earn no lower than a "C-" (1.667) in any such course. Required allied courses listed within a major are not held to the minimum "C-" (1.667), unless specified by the department.

Major and Minor Grade Waiver

For those departments that will accept a single "D" (1.000) or "D+" (1.333) grade for a major or minor requirement, students have the right to request a grade waiver. A student may only be granted one grade waiver in each major and/or minor. A waived grade remains included in a student's major GPA calculation. Students will contact the Departmental Chair or Director for departmental procedures and policies to submit a grade waiver petition. Once a decision has been rendered, the Department Chair or Director will notify the Registrar's Office in writing.

► PROGRESSION REQUIREMENTS

Satisfactory Academic Standing

To remain in satisfactory academic standing, full-time students must maintain a minimum cumulative grade point average of 2.00 while completing a total number of credit hours that produces an average of at least 24 semester hours for each year of full-time enrollment. Students must complete the following:

- 24 hours within one year
- 48 hours within two years
- 72 hours within three years
- 96 hours within four years

The full-time semester equivalent for a student who has been enrolled on a part-time basis will be determined by total hours attempted. Grade point average is determined based on credit hours of all coursework for which a student remains enrolled beyond the course drop deadline (see Course Add/Drop Policy) and for which a grade has been recorded. Any student with a semester grade point average or a cumulative grade point average that drops below 2.00 is subject to Academic Probation and Suspension procedures. The purpose of these procedures is as early as possible to identify, warn, and provide assistance to students who do not maintain their academic standing.

While satisfactory academic standing is not evaluating credit hours passed each semester, students must understand that to graduate in a typical four-year time frame, an average of 15 semester hours is needed to reach 120 credit hours.

Academic Probation and Suspension

Any students unable to maintain a semester and/or a cumulative grade point average of 2.00 are in danger of not maintaining their satisfactory academic standing, and will be subject to one of four status levels in the Academic Probation and Suspension Process: Warning, Probation, Suspension, and Dismissal. Students will be notified as soon as a change in academic status occurs.

Academic Warning

Academic Warning is the least severe level in the Academic Probation and Suspension process. Students that are placed on Academic Warning are considered to be in satisfactory academic standing. Academic Warning is issued to students who meet any one or more of the following criteria:

- upon admission do not meet regular admission requirements but fulfill minimum admission requirements
- after completion of one semester on campus, have a semester GPA between 1.00 (inclusive) and below 2.00
- have a cumulative GPA of 2.00 or above but have earned a semester GPA below 2.00
- fail to achieve a passing grade in 50% of the courses that they officially attempted

Academic Warning serves as an opportunity to address any academic difficulties with the goal of preventing a student from being placed on Academic Probation. Students on Academic Warning are encouraged to work with academic mentors and the Owen Academic and Career Support Center staff to develop a remediation plan and determine necessary referrals to campus resources.

At the end of the semester in which a student is placed on Academic Warning, the student will either:

1. Be removed from Warning status by raising their cumulative GPA to 2.00 or above
2. Continue on Academic Warning for up to two additional semesters by earning a semester GPA of 2.00 or above, but failing to raise the cumulative GPA above 2.00
3. Continue on Academic Warning by earning less than a 2.00 semester GPA but maintaining a cumulative GPA of 2.00 or above
4. Be placed on Academic Probation by earning less than a 2.00 semester GPA and maintaining a cumulative GPA below 2.00

A student may remain on Academic Warning for up to a total of three consecutive semesters if in each Warning semester the student earns a semester GPA of 2.00 or above. If, after the third semester, the cumulative GPA remains below 2.00, the student will be placed on Academic Probation.

Academic Probation

Academic Probation is an indication of serious academic difficulty that may ultimately lead to suspension or dismissal from the University. Probation appears on a student's official academic record. Students on Academic Probation are required to complete a Plan for Academic Improvement, described below, which must be submitted to the Registrar's Office on or before the official Course Add/Drop deadline for that semester. A student on probation may be required to take a reduced academic load, enroll in remedial coursework, and reduced co-curricular and/or extracurricular participation. A student on probation may be required to reduce his/her campus employment. Academic Probation is issued to students who:

- have a cumulative GPA below 2.00 and a semester GPA below 2.00 after completing two or more semesters on campus
- have a cumulative GPA that remains below 2.00 after completing three semesters on Academic Warning

Plan for Academic Improvement

Students on Academic Probation must complete a Plan for Academic Improvement by the Add/Drop deadline for each semester of probation. This plan should demonstrate what steps the student will take to return to satisfactory academic standing, or a cumulative GPA above 2.00. Students are encouraged to work with faculty mentors and the Owen Academic and Career Support Center staff while constructing their plans. Within five business days after final grades have been submitted for a completed probationary semester, students must also submit electronically to the Registrar's Office (registrar@heidelberg.edu) a personal statement reflecting on the success of the Plan for Academic Improvement. Students must also request a faculty member submit a statement describing the student's potential for future success at Heidelberg. The Plan for Academic Improvement and supporting letters are documentation of a student's commitment to achieving satisfactory academic standing. Lack of such documentation may lead to a student's dismissal from the University.

At the end of the semester in which a student is on Academic Probation, the student will either:

1. Be removed from Academic Probation by earning a cumulative GPA of 2.00 or above
2. Continue on Academic Probation by earning a semester GPA of at least 2.00 but maintaining a cumulative GPA less than 2.00
3. Be subject to Academic Suspension by failing to earn a semester GPA of 2.00 or above

Academic Suspension

Academic Suspension is an indicator of severe academic difficulty and appears on a student's academic record. Academic Suspension allows a student time to reassess academic and career goals, and/or resolve other causes for continued academic failure. Students on Academic Suspension may not take courses or participate in any extracurricular or co-curricular activities at Heidelberg University. Academic Suspension is issued to students who meet one or more of the following criteria:

- earn a first semester GPA below 1.00
- earn a semester GPA below 2.00 while on Academic Probation
- show indifference to their studies while on Academic Probation, as evidenced by, but not limited to, such behavior as failure to prepare for class, irregular class attendance, failure to complete assignments, etc.

Students wishing to resume their academic program at Heidelberg University following an Academic Suspension must follow the Academic Reinstatement procedures described below. Students may apply for reinstatement to Heidelberg University one full semester after a first Academic Suspension. After a second Academic Suspension, students must wait one year before applying for reinstatement. Any student earning a third suspension will be subject to Academic Dismissal.

Academic Dismissal

Students who are issued Academic Dismissal may not enroll in any programs offered by Heidelberg University. Academic Dismissal is issued to students who meet either of the following criteria:

- have been issued Academic Suspension on two occasions and do not complete reinstatement criteria after completing the second suspension
- are suspended a third time

Students may only return to Heidelberg University under the conditions outlined by the University's Fresh Start Policy.

Academic Reinstatement

Students wishing to return to the University after a suspension must submit a Reinstatement from Suspension form (available from the Registrar's Office) to the Academic Policy Committee no later than fifteen business days prior to the first class day of the reinstatement semester. Students must also submit any transcripts for academic work completed at institutions other than Heidelberg while on suspension. Students may receive reinstatement conditions such as testing, advising, counseling, additional coursework, or other activities deemed necessary by the Academic Policy Committee (or their designee).

In the event of reinstatement, a student is automatically placed on Academic Probation and must complete the Plan for Academic Improvement described above. The Plan should include all of the reinstatement conditions deemed necessary. Failure to fulfill the Plan after reinstatement may result in dismissal.

Students who withdraw from the University while on probation or are serving a suspension are encouraged to enroll in college courses during their time away and then reapply to Heidelberg. Students who elect to attend a different institution may be placed under Academic Warning upon return to Heidelberg if transcripts from the other institution(s) meet Heidelberg's criteria to remove probation.

APPEAL OF ACADEMIC SUSPENSION or DISMISSAL

Reinstatement without serving a suspension is rare. However, mitigating circumstances may appropriately call for an appeal. Students seeking to appeal an Academic Suspension or Dismissal must submit to the Academic Policy Committee an Appeal of Academic Suspension form (available from the Registrar's Office) including any documentation in support of mitigating circumstances no later than ten business days prior to the first class day of the semester of Academic Suspension or Dismissal. While the appeal is under review, students may not enroll in classes or participate in extra- or co-curricular activities.

In the event of a successful appeal, a student will automatically be placed on Academic Probation and must complete the Plan for Academic Improvement described above. Failure to submit or fulfill a Plan for Academic Improvement after an appeal will result in dismissal.

Academic Fresh Start

The Fresh Start program provides a second opportunity to any former Heidelberg University student who has experienced past academic difficulties to have a fresh cumulative grade point average. The policy is designed for undergraduate students who have gained maturity outside higher education and have demonstrated that they are capable of being successful at Heidelberg University.

Eligibility considerations:

1. A student must have been absent from the college for a consecutive period of five years or more.
 2. During the first semester back, the student shall be restricted to 16 credits or less.
- Prior to petitioning for an Academic Fresh Start a student must complete one semester of academic work and maintain a minimum GPA of 2.0. If a student successfully meets all eligibility requirements their record will be treated like that of a transfer student. This means that if the student has earned grades below a "C-" at Heidelberg University before being granted a Fresh Start, these grades will not count toward their graduation requirements. Grades of "C" or better may be used towards graduation requirements. Upon approval of a Fresh Start the student will receive a "0" GPA and may keep hours that have been accumulated to date. Graduation requirements shall be those listed in the catalog at the time of re-entry, NOT the student original matriculation.

Students will be approved for a Fresh Start only once during a student's academic career and it is not automatic or guaranteed. There is no guarantee, expressed or implied, that the Fresh Start policy will be recognized by any other college or university.

Considerations:

- The student's record will be inscribed with the notation "Academic Fresh Start Granted (date)."
- Previous academic record will appear on the transcript and can be calculated by graduate/professional schools or potential employers if they so choose.
- The granting of Academic Fresh Start does not supersede the dismissal policy. Any dismissal that occurred in the past shall remain recorded on the student's permanent record.
- Re-entry into any program is not automatic. The granting of Academic Fresh Start may not supersede the admissions requirements of certain programs, which require a specific minimum grade point average based upon all coursework.

Procedures:

1. A student who is interested in pursuing an Academic Fresh Start must complete an online petition form and submit it to the Provost. This must include:
 - a. A formal letter asking permission to participate and a statement of the projected

benefits if allowed back into the University under provisions of the Academic Fresh Start Program.

- b. A summary of events supporting the academic record during the student's previous attendance at Heidelberg University. Any supporting documents outlining the unusual circumstances (personal, emotional, medical, financial) should be included.
 - c. Any recommendation letters from employers that support the student's development and successes from the time the student departed from Heidelberg University.
 - d. A letter from an academic advisor or other faculty member describing positive academic progress and the potential for academic success.
2. The deadline to submit a completed petition is after a minimum of 12 credit hours, but not more than 32 credit hours have been taken at Heidelberg University.

Eligibility for Intercollegiate Athletes

Students may participate in intercollegiate athletics provided they are enrolled in the University on a full-time basis and are in satisfactory academic standing (see Progression Requirements for Satisfactory Academic Standing policy) and must also complete a total number of credit hours that produces an average of at least 24 semester hours for each year of full-time enrollment. Therefore, students must complete:

- 24 hours within one year
- 48 hours within two years
- 72 hours within three years
- 96 hours within four years

Students must also meet the eligibility requirements for these activities as required by the Ohio Athletic Conference and the National Collegiate Athletic Association, Division III.

Eligibility for Co-Curricular Activities

Students maintaining satisfactory academic standing (see Progression Requirements for Satisfactory Academic Standing policy) are eligible to hold any class or elective office on the campus or to represent the University in certain collegiate or off-campus activities. Part-time students may participate in some co-curricular activities.

► 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).

Diplomas are awarded and distributed three times per year, and there is one commencement ceremony in May. Completion deadlines for work are August 25, December 22 and the Wednesday prior to commencement in May. To qualify for a given deadline, all coursework including assignments and exams must be completed by these deadlines either at Heidelberg University or with special permission at another institution. CLEP exams also must be taken by these dates. Documentation of work completed through another institution or CLEP scores must arrive by September 15, January 15 and May 30 respectively. For further information on the required documentation, please contact the Office of the Registrar or see our website.

Incomplete Grade Clause for Graduating Students

Students receiving an incomplete grade because of a course requirement that occurs after the term ends as documented within the course syllabus, shall be eligible for all honors and awards. The University recognizes that these outside events are a significant part of the student experience and that the student should be permitted to participate in award assemblies. In the event that the incomplete grade lowers the student's academic record to no longer be eligible for these honors, the student will be required to return all medals and memorabilia to the University no later than two weeks following the Incomplete grade becoming a letter grade. Those students who do not return their medals and/or memorabilia by the deadline will incur a replacement fee.

This exemption clause does not permit the student to meet degree requirements. Students will be permitted to walk at commencement and will be eligible to meet degree requirements once the incomplete grade becomes a letter grade.

Departmental Course Honors

The departments which offer honors register their candidates in a year–course listed as 475–476 (3 hrs. each semester). A Departmental Program Committee formed by the department administers the project. To receive departmental honors at commencement a student must satisfy the following requirements: Junior Year: The head of the department in which the student has chosen to work toward departmental honors presents the candidate's written application to the other members of the department. Before the end of the junior year, the candidate defines his or her project for independent research, to be conducted during the senior year, and obtains the approval of the head of the department. If the student has an adequate command of a foreign language, he or she should be encouraged to use it as a tool in his or her research.

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

- I. To work out an independent research project.
- II. To write a comprehensive examination.

For the independent research project the student will receive six semester hours of credit, three each semester. He or she will prepare progress reports, submit a thesis not later than three weeks before the end of the last semester and take an oral examination over the area of independent research. Shortly before the end of the last semester, the candidate will write the comprehensive examination. It will test integration and comprehensive understanding of the entire field of the department (or of a more limited area originally agreed upon) regardless of courses taken.

Graduation Honors

Three distinctions of honors are conferred at graduation: highest honors, *summa cum laude*, to those who have attained a point average of at least 3.900; high honors, *magna cum laude*, to those who have attained a point average of at least 3.700; honors, *cum laude*, to those who have attained a point average of at least 3.500.

These honors are recorded on the diplomas of the students earning them and are published in the commencement program. Honors are based only upon credit earned in courses taken at Heidelberg University. Students may receive these honors provided they have spent the last two years and completed 60 hours of coursework at Heidelberg University.

Special Honors

Any student in the graduating class who has in a special manner distinguished herself or himself shall be eligible for a special honor at the discretion of the faculty. The Academic Excellence Dinner acknowledges those who have been on the Dean's List at Heidelberg for at least seven semesters; those who have completed the Honors Program requirements; those who have been inducted into the Honor Society.

► INTERNATIONAL STUDIES

The American Junior Year, Semester or Summer Study at University of Heidelberg, Germany

Since 1958, Heidelberg University students have had a unique study abroad option available to them. For a summer, a semester or a full year, students can live and learn the German language through the University's program at University of Heidelberg, Germany. Total immersion in the German culture is the University's goal, therefore all coursework and communication which takes place in the University's German office is conducted in German. Students from all areas of the United States are accepted for participation in the American Junior Year Program although Heidelberg University students have advantages in applying for admission.

To be eligible for admission into the program, a student must have obtained at least junior status prior to entering the university (or have sophomore standing and strong SAT or ACT scores). No minimum GPA is required, however, all applications are reviewed holistically. In addition, the student must have completed at least four semesters of college or university-level German study or the equivalent and secured the recommendation of the head of the Department of German, assuring that he or she has a sufficient grasp of the language to follow a full-time course at a German university. Students need not major in German to participate.

Although a full year of study is strongly recommended, students can study during the fall or

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

Studying at the University of Heidelberg—Germany's oldest university—students will find themselves developing a more independent and self-reliant attitude toward learning. A rich educational and cultural experience awaits any student who chooses the American Junior Year Program. The cost of the program is kept as low as possible to facilitate the participation of Heidelberg University students. Financial aid is also made available to Heidelberg University students. More detailed information about this unique study abroad option is available through the Languages Department or the Office of International Affairs and Studies and our website.

Cemanahuac Educational Community in Cuernavaca, Mexico

Students of all levels of Spanish may choose a short-term or semester-long experience studying Spanish at the Cemanahuac Educational Community in the colonial city of Cuernavaca, Mexico. While studying in Mexico, students live with a host family and also enjoy the opportunity to participate in field study excursions to sites of archeological and historical interest. Frequent destinations include the Pyramids of the Sun and the Moon at Teotihuacán, the Museum of Anthropology, the Templo Mayor in the center of the Valley of Mexico and performances of the Folkloric Ballet.

Heidelberg Honors at Glasgow

The Heidelberg University Honors program, a part of the 25-member Principia Consortium headed by Berry College, offers a unique study abroad opportunity in conjunction with the University of Glasgow, Scotland. Only students who are members of the Heidelberg Honors Program and junior in standing are eligible. The University of Glasgow was founded in 1451 and is an internationally recognized institution with prestigious programs in the sciences and humanities. A specially designed interdisciplinary honors course on the Scottish Enlightenment will count as one of the required thematic honors seminars. For further information, contact the Associate Dean of the Honors Program or the Director Office of International Academic Programs Affairs and Studies.

Spanish Studies Abroad

Heidelberg University, through a special cooperation agreement with The Spanish Studies Abroad, sponsors a study abroad program in Seville, Spain; Alicante, Spain; Barcelona, Spain; Córdoba, Argentina; Havana, Cuba; and San Juan, Puerto Rico.

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

Students may spend a semester, a full year or a summer depending on their needs and time. They may apply to the Intensive Intermediate Semester Program in Spanish Language and Culture or the Upper Division Spanish Studies Program. Admission to these programs will be determined according to previous college-level Spanish training. Heidelberg University students may apply for financial aid to attend this program. They should contact the Financial Aid Office early in the semester prior to the semester they expect to participate in this program.

Detailed information concerning the program is available upon request from the Languages Department or the Office of International Affairs and Studies.

Oxford Study Abroad Programme

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

Additional Study Abroad Programs

Heidelberg University has agreements with the University of Ulsan in Ulsan, South Korea and Intercontinental Recruitment and Support Services of the United Kingdom. Through IRSS qualified students can enroll directly into the following United Kingdom university programs: The University of Essex (Colchester, United Kingdom), University of Sunderland (Sunderland, United Kingdom), University of Bristol (Bristol, United Kingdom), University of Limerick (Limerick, Ireland) and Foundation for International Education (FIE) programs.

Other study abroad opportunities are available. Organizations such as CIEE (Council on International Educational Exchange), AIFS (American Institute for Foreign Study), ISA (International Studies Abroad), Athena Abroad and Semester at Sea offer programs worldwide.

Information regarding study abroad opportunities is available in the Office of International Affairs and Studies. Short term, summer term, work or international internship opportunity information is also available.

► OFF-CAMPUS PROGRAMS AND OPPORTUNITIES

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

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

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

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

Cooperative Degree Programs

Heidelberg University has a cooperative degree program with the Ursuline University Breen School of Nursing and Case School of Engineering at Case Western Reserve University. Please contact the Office of Admissions for further information.

Internships

Heidelberg University is committed to providing students with an excellent education, of which an internship may be an important component. Off-campus internships provide students with firsthand, real world experiences that can have a positive influence on classroom performance and provide an opportunity to explore career interests and talents. Frequently, students receive offers of employment as a direct result of their internship experiences. Faculty members arrange and supervise a wide variety of internships in such diverse settings as government agencies, businesses, the arts, human services, communications media and public interest groups.

Internship opportunities are available to juniors and seniors in good academic standing, with a minimum 2.0 cumulative grade point average. Each academic department, however, can set its own internship policies (e.g., GPA and credit hour limits). Students should consult their academic advisor for complete information about internships within their major.

General guidelines are detailed in the Undergraduate Internship Program Handbook, available online.

The amount of course credit that may be earned through an internship varies by department. A student cannot apply more than 15 internship credit hours towards the degree requirements. Students register for internship credit by completing an Internship Contract (found in the

Heidelberg Undergraduate Internship Program Handbook) with the Owen Academic and Career Support Center. Students must secure the approval of both a faculty advisor and an off-campus supervisor. Internship credits may not be applied to the General Education Requirements, and credit must be earned during the semester which the internship is completed.

Internship credit may be applied toward a major or minor ONLY if:

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

The Washington Semester

Qualified students may apply for a semester's appointment (ordinarily in the junior year) to Heidelberg University's Washington Semester Program. The Washington Semester, administered by The American University in Washington, enables students to obtain valuable, work and study experiences within governmental or private agencies or institutions in the nation's capital. Each Washington Semester student enrolls in special seminars and engages in individual research and career-oriented work experiences.

Students can choose from among the following topic seminars: American Politics and Policy; Foreign Policy; Global Economics and Business; International Law and Organizations; Journalism and News Media; Justice and Law; Religion, Politics, Peace and Security; and Sustainable Development. Many of these programs involve overseas study. Providing students with safe housing and the social and cultural facilities of a major university, with over 500 students from all over the world, the Washington Semester is a true international community and experience.

Post Baccalaureate Studies

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

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

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

In June 2009, Heidelberg opened a Master of Music Education degree program. This program is designed as a practical approach for in-service music educators. The program will also prepare students for further graduate study, especially for a doctorate in music education.

The Graduate Studies Catalog is available on-line.

Pre-Professional Studies

Students who plan to enter accredited professional schools such as medicine, dentistry, osteopathy, law, veterinary medicine, engineering, environmental management and the ministry can obtain at Heidelberg the thorough undergraduate training necessary for success in those professional schools. The ideal preparation for professional training is the complete four-year curriculum in a liberal arts program. Most professional schools give preference to the thoroughly trained individual who has a degree. However, some students must accelerate their work and the following plan might prove helpful. Those few individuals who are able to complete a minimum of 90 semester hours which include general education or honors curriculum as well as major requirements during their first 3 years at Heidelberg, may arrange to take their senior year at a professional school if that professional school is approved by recognized academic accrediting agencies. If they can obtain admission to such a school without having completed their undergraduate work (only electives), they will be granted the baccalaureate degree from Heidelberg University under the following conditions:

1. They must spend at least two years, including the junior year, as students of Heidelberg University.

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

ROTC Program

Heidelberg University has an agreement with Bowling Green State University for students who wish to take Air Force and Army ROTC courses for the purpose of earning appointments as commissioned officers. A maximum of 20 semester hours may be applied toward the Heidelberg University bachelor's degree. Students are required to complete and sign a learning contract, available in Heidelberg's Registrar's Office, prior to enrollment with Bowling Green State University in ROTC courses.

Air Force ROTC

The Air Force Reserve Officers Training Corps (AFROTC) program, offered by the Department of Aerospace Studies, provides college-level education to prepare interested men and women for commissioning as second lieutenants in the United States Air Force. The program emphasizes leadership, managerial skills and the development of each student's sense of personal integrity, honor and individual responsibility. Additionally, there is no military commitment in taking the course. A commitment decision is not required unless offered a scholarship, or after a student's sophomore year in the program. Scholarships may provide up to full college tuition, required fees, textbook allowance and pay the recipient \$350-500 per academic month (tax-free). See www.bgsu.edu/departments/airforce or call (419) 372-2176 for more information.

Army ROTC

Army ROTC offers the chance to enrich college experiences and achieve full potential while attending college and after graduation. Each year about half the program's graduates begin civilian careers in the chosen field. The other half choose to serve full time on active duty and make the Army a career. ROTC graduates routinely secure leadership positions because they are self disciplined, capable of leading others and managing resources. All graduates, whether they choose the National Guard Reserve or Active Duty, complete about four months of specialty training in one of the Army's 16 major branches. Army ROTC offers a wide range of financial assistance.

Further information on these programs is available from the Office of the Vice President for Academic Affairs. Course numbers and descriptions can be found on the BGSU website www.bgsu.edu under AERO for Air Force courses and MSL for Army courses.

OTHER RULES AND REGULATIONS

The general rules and regulations of the University pertaining to discipline and conduct are available to students in the Student Handbook. In any situation not specifically covered by a regulation, the University reserves the right to take action that will most effectively protect the welfare of its students and the interests of the University.

Academic Programs of Study



Programs of study are listed by academic major offerings and are arranged in alphabetical order. Majors are housed within academic departments which is noted for each major and stand alone minors. Additional information may be found within the majors and minors section of this catalog.

The hours for classes and the rooms in which they will be held are found in the Schedule of Classes, which is located on the University website at oasis.heidelberg.edu. Course requirement descriptions are located within the Course Descriptions section of this catalog.

ACCOUNTING (ACC)

Professor Ahmed (dean); Associate Professors Cook, Kraft; Assistant Professors Kohne, Monaco, Woods; Instructor A. B. Roerdink.

The accounting major resides in the School of Business, overseen by the Dean of the School of Business. The accounting major complies with the recommendations of the Ohio Society of Certified Public Accountants for the initial 120 hours. Those who complete the Accounting major, and an additional 30 semester hours, are qualified to take the Ohio CPA exam. The Heidelberg Accounting major has an emphasis on both financial accounting and on the aspects of management necessary for a successful career in corporate accounting.

The School of Business requires students majoring in Business Administration, Accounting, or Economics to earn a grade of C or better in each required pre-professional and professional core course.

Required Courses

Pre-professional Core

Major: ACC 201, 202, ECO 251, 252

Allied: 21 semester hours: CPS 100, 150, or 316; COM 100; WRI 101; PHI 216 or 218; MTH 115, 121, 210 (Note: Students who have achieved academic credit for MTH 210 without having completed MTH 115, are exempt from the MTH 115 requirement). MTH 312 may be substituted for MTH 210. MTH 222 may be substituted for MTH 121.

Professional Core

Major: 42 semester hours: ACC 334, 353, 363, 364, 373, 463 (Senior Capstone Experience), 466, 474; BAE 318, 319, FIN 301, MKT 302, MGT 300; MGT 360 or 320.

Associated Resources

The BERG-FALCON Master of Accountancy Partnership enables Heidelberg accounting major to complete both an undergraduate degree in accounting from Heidelberg University and a graduate degree in accounting from Bowling Green State University within a five year time period. The accounting students can also pursue an MBA degree at Heidelberg University to meet the "150 Hour Requirement."

Please see the Dean of Heidelberg School of Business for additional information on the "150 Hour Rule" for sitting in the CPA Examination.

ANTHROPOLOGY (ANT)

Professor Bush.

The Department of History and Anthropology offers a minor in Archaeology, overseen by the History department chair. The minor in Archaeology provides an introduction to the field and a basic understanding of the nature of material cultural remains and the recovery and interpretation of the archaeological record. Students will be introduced to field research and reporting of results. The minor is designed to help students meet minimum level experience requirements for entering the field of historic preservation or for pursuing a graduate degree in anthropological archaeology.

Archaeology Minor: 21 semester hours. ANT 100 or 200; ANT 210, 250, 251, 255; one of ANT 310, 330 or 340; ANT 410.

ART (ART)

The Associate Dean of the Humanities and Social Sciences oversees the art minor.

Courses in this department are intended to give students an opportunity to express themselves in a variety of art media. The 100-level courses are designed for beginning students with an interest in art. An Art minor is an excellent complement for students majoring in communication/media, marketing, writing or theatre.

Minor in Art (15 semester hours): 6-9 hours including: ART 102 or 103; and from the following list: ART 312, 355; ART 131 or COM 209; MED 171 or MED 307; PHY 104. Select remaining hours from ART 118; LIT 152; MED 322; NDI 112, 301, 302; or PHI 200.

ATHLETICS COACHING

Assistant Professor McDonald (chair).

The Athletics Coaching minor is offered through the Human Performance and Sports Studies Department. It is designed to prepare students for entry level athletics coaching at the youth, recreational or interscholastic level. Health and Human Performance and Sport Management majors are excluded from this minor.

ATHLETIC TRAINING (ATR)

Associate Professor Bates (chair); Assistant Professor Musgrave; Instructors Depinet Matejka and Suffel.

Successful completion of all components of the Athletic Training Major (including technical and ethical standards) meets the Commission on Accreditation of Athletic Training Education® (CAATE) requirements to sit for the Board of Certification® (BOC) examination to become a Certified Athletic Trainer® (ATC) after endorsement by the Program Director.

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

Major: 48 semester hours of ATR & HSC plus 26 hours of allied courses.

Required Courses: ATR 171, 180, 213, 252, 269, 270, 271, 345, 350, 371, 372, 381, 382, 389, 470, and 471; HSC 110, 150, 290, 390, 425, 477, 485, 487, and 490 (Senior Capstone Experience).

Allied Courses: BIO 363, 364; HHP 306; MTH 115, 210 (Students with transfer credit for MTH 210 will be exempt from MTH 115); PSY 101, 212; and, select one course from: BIO 110 or 123.

ATR Policies

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

1. Complete the following course work at Heidelberg with a grade of “B-” or better:
 - HSC 110 Foundations of Professional Practice (Fall or Spring)
 - ATR 180 The Professional Rescuer (Spring Only)
 - ATR 171 Prevention of Athletic Injury and Illness (Fall Or Spring)
 - HSC 150 Medical Terminology (Spring Only)
 - BIO 110 Current Biological Problems (Fall Or Spring)(Biology I (with lab) is strongly recommended for students interested in further pursuing a degree in physical therapy or like health care professionals) (Fall)
2. Complete a minimum of 75 minimum hours of observation (non-patient care) in the clinical athletic training setting under the supervision of a Heidelberg University ATEP Faculty preceptor. These hours do not count toward the required minimum 900 clock-hours for graduation for the ATEP. Students will be formally evaluated at the completion of the observation hours.
3. Successfully complete the Observation Proficiencies associated within ATR 180 in conjunction with the minimum 75 observation hours. The proficiencies should be submitted with the formal application to the ATEP.
4. Earn a minimum cumulative GPA of 2.75 during the application year.
5. Demonstrate compliance with all of Heidelberg’s ATEP policies (policies found at <http://www.heidelberg.edu/academiclife/depts/athtraining/academics/policies>).
6. Complete a formal interview with members of the ATEP Selection Committee to assess the intellectual, social and technical skills of the candidate.
7. Completion of BloodBorne Pathogen Training prior to beginning any clinical observation hours with the ATEP Coordinator of Clinical Education and completion of BloodBorne

- Pathogen Training provided by the Stoner Health Center (TBA Spring semester).
8. Submission of three letters of recommendation using the form within the ATEP Application (can be completed by any non-Heidelberg Athletic Training Faculty).
9. Submission of the completed ATEP Application that includes all general forms and medical forms information included therein.
10. The completed ATEP Application is DUE on or before APRIL 1st by noon to the ATEP Director’s Office. If APRIL 1st were to fall on a weekend, candidates need to make arrangements to turn the application in on the following Monday by noon.
11. Admission to the Athletic Training Education Program is competitive and selective. Completion of the application standards does not guarantee admission into the ATEP. Final admission into the program rests with the decision of the ATEP Selection Committee. Enrollment in the ATEP is typically limited to twelve per-academic year.
12. The ATEP Director reserves the right to institute an “Ability to Benefit Policy” in unique situations. This policy allows an AT candidate to be considered for entry into the ATEP if:
 - (a) An AT candidate does not meet all ATEP Application requirements because of some unusual and/or extenuating circumstances which may have potentially affected their application process.
 - (b) There are more than 12 qualified AT candidates that have completed the ATEP Application, the ATEP Director may admit more than 12 candidates if the ATEP is able to maintain the required 8:1 students to faculty ratio.

Athletic Training Education Program (ATEP): Policy on Retention and Probation

Academic Retention Criteria:

- 1) Maintain a cumulative grade point average of 2.5 while enrolled in the ATEP.
- 2) Each semester students must maintain a 2.5 GPA.
- 3) For courses required of the Athletic Training major within the HSC Division, students must earn a minimum 3.0 GPA.
- 4) The student shall receive satisfactory evaluations from supervising clinical instructors.

Other Non-Academic Retention Criteria:

- 1) Maintaining First Aid and CPR/AED Professional Rescuer Certifications.
- 2) Maintaining a current physical on file with the health center.
- 3) Demonstrating compliance with all Heidelberg’s ATEP policies.
- 4) Obtaining Hepatitis B vaccinations and annual TB vaccinations.
- 5) Completing annual BloodBorne Pathogen training.
- 6) Continuing to meet the Heidelberg University ATEP Technical Standards for Admission.
- 7) Other tasks as deemed necessary of students by the Commission on Accreditation for Athletic Training Education (CAATE) for an accredited ATEP.

Probation:

Once admitted to the ATEP, the athletic training student will be evaluated each semester by the athletic training faculty. As long as appropriate progress is being made, the athletic training student will be allowed to move on to the next semester of sequential coursework.

An athletic training student will be put on program probation if their GPA falls below the GPA criteria or any of the other criteria is not maintained. They will receive written notification from the program director indicating that they have been placed on program probation. The athletic training student will be allowed one semester of program probation status in order to comply with all retention criteria. The athletic training student will be dismissed from the program if they have not met retention criteria by the end of the probationary semester. The athletic training student will receive written notification from the program director of their being dismissed from the program. Dismissal and/or probation also may result from excess absences from clinical coursework/rotations, failure to complete the field experiences satisfactorily, or from academic dishonesty.

Clinical Coursework: Students must demonstrate mastery of each competency skill to his/her ACI with 80% proficiency. Each competency skill must be demonstrated to pass and receive credit for this course. Students are not permitted to progress to the next level of the program and sequence of courses until all assigned competencies have been demonstrated with 80% proficiency. In addition, each final proficiency evaluation must be passed with a passing point of 80% minimum. Scores with a rating of below 80% on the proficiency evaluation will not be accepted. Not meeting these require level of proficiency will result in the athletic training student retaking the entire proficiency course and must be retaken with the ATEP Director before progression to the next level of sequential coursework in the ATEP is allowed.

ATEP Progress: The athletic training student is expected to meet appropriate deadlines and to

demonstrate appropriate progress for the completion of proficiencies and other responsibilities for membership in the ATEP. Failure to meet the defined deadlines or being deemed at a level of in-appropriate progress is grounds for probation or dismissal from the program.

Appeals: Students may appeal decisions if they feel they are not being treated fairly. Appeals of decisions should be made in the following order;

- 1) ATEP Director
- 2) Assoc. VP for Acad. Affairs
- 3) Vice President for Academic Affairs and Provost
- 4) Academic Policies Committee

NOTE: Dismissal from the Athletic Training Education Program does not automatically lead to dismissal from Heidelberg University.

Athletic Training Education Program (ATEP): Policy on Academic Reinstatement

Students who are dismissed from the program may request a reinstatement of their position by adhering to the following parameters:

- 1) The student must submit a typewritten request to be reinstated that includes why reinstatement is being requested and how the student plans to be successful. This is due to the Program Director by the dates illustrated below.
 - a) If the student was dismissed after the fall semester, he/ she would have to submit their request by January 15th.
 - b) If the student was dismissed after the spring semester, he/ she would have to submit their request by August 30th.
 - c) No request will be accepted after these dates.
- 2) The student will not be allowed to take any specific Athletic Training courses, nor engage in any clinical experiences for two full semesters (not including summer terms). The student may take courses to fulfill another major, minor, or general education requirement (s).
- 3) Two semesters after dismissal (not including summer terms), the student's cumulative GPA must be at or above 2.5 for reinstatement to be considered.
- 4) Once the student is reinstated into the ATEP, he/she must adhere to the ATEP retention policy with the exception of the probationary period. If the student does not adhere to the retention policy, he/she will not be granted a probationary period, but will immediately be dismissed from the ATEP.
- 5) Once the student is reinstated into the ATEP, he/she may resume the academic sequencing of the specific Athletic Training Department courses.
- 6) A student may only request a reinstatement policy once after being dismissed from the program.

Appeals: Students may appeal decisions if they feel they are not being treated fairly. Appeals of decisions should be made in the following order;

- 1) ATEP Director
- 2) Assoc. VP for Acad. Affairs
- 3) Vice President for Academic Affairs and Provost
- 4) Academic Policies Committee

NOTE: Dismissal from the Athletic Training Education Program does not automatically lead to dismissal from Heidelberg University.

Athletic Training Education Program (ATEP): Policy on Professional Conduct

Professionalism as an athletic trainer reflects a large variety of character traits as well as communication and clinical skills. It is the commitment of the program faculty and clinical instructors to model professionalism for the athletic training student. In return students are expected to promote and maintain professional conduct at all times.

Students who fail to comply with professional conduct will be subject to disciplinary actions. The following list outlines professional traits, but in no way is meant to be inclusive:

- 1) Professional Dress and Appearance

Athletic Training students working with Heidelberg University Athletic training and off-campus sites may be issued certain items that remain the property of Athletic Training. Students are expected to provide additional clothing, at their own expense, that is in compliance with each site's dress code. At the conclusion of the student's time in our program, some non-expendable clothing items may have to be returned.

 - a) It is the responsibility of the Athletic Training student to seek out a place to store, secure and change clothes at each facility, if necessary.

- b) Standards of professional dress will be established by each individual site and/or supervising Approved Clinical preceptor.
- c) Athletic Training students shall keep a professional appearance during their clinical rotations. Students are expected to shower/shave daily. Some clinical settings might require the removal of piercing(s).

2) Interpersonal Relationships

As an Athletic Training student you will have extensive interaction with student athletes at Heidelberg. As a result you may become friends with many of them. It is the policy of the ATEP to discourage the Athletic Training student from fraternization with student athletes or other Athletic Training students associated with a sport they are currently working with. If this does occur, the ATEP director will have the prerogative to reassign the student(s) involved to a new site. These fraternization rules are standard at many places of employment and exist for your own protection and benefit.

- 3) Confidentiality: All information regarding the health of a student athlete is confidential and is not to be shared by the Athletic Training student with anyone not directly involved in the care of the student athlete. Any breach of the confidentiality policy will result in reassignment to an alternate clinical site.
- 4) Punctuality: The Athletic Training student is expected to be punctual, arriving at whichever time has been established with the clinical instructor. If the Athletic Training student has a conflict at any time he/she needs to contact his/her clinical instructor as soon as possible for resolution.
- 5) Adherence to Athletic Training Room and Affiliated Site Rules and Regulations Students are expected to adhere to the rules and regulations of each medical care facility during clinical assignments. It is the student's responsibility to gain clarification on any rules or regulations set forth in the clinical setting.
- 6) Code of Ethics: Students are expected to promote professional conduct in compliance with the code of ethics set forth by the National Athletic Trainers' Association (www.nata.org).
- 7) Harassment and discrimination in any form (sexual, verbal or physical) is strictly prohibited and will not be tolerated. Any student found to be in violation will be immediately dismissed from the program. Students should report any problems with other students, faculty members, coaches, athletes or clinical instructors to the ATEP Director.

Athletic Training Education Program (ATEP): Policy on Disciplinary Actions

The ATEP will operate on a "three strikes and you're out" policy for the enforcement of the policy on professional conduct. If not initiated by the ATEP Director, the supervising preceptor will contact the ATEP Director in the event disciplinary action is warranted. First Offense—will result in a written warning that will be placed in the student's comprehensive ATEP file. Second Offense—will result in a second written warning that will be placed in the student's comprehensive ATEP file. Third Offense—will result in expulsion letter from the ATEP Director. An offense warranting disciplinary action may be defined, but is not limited to the examples below:

- Violation of the ATEP Policy on Professional Conduct
 - * For example: Failure to attend a clinical assignment without an approved leave of absence form completed prior to the absence or a valid excusable reason for absence
- Display of unprofessional behavior during a clinical rotation or ATEP function.
 - * For example: Use of inappropriate language and or behavior during clinical hours.

Special Note: The ATEP Director reserves the sole authority to expedite the three strikes process to a higher level of action for offenses that warrant such a response under his/her discretion.

An offense warranting such action may be defined, but is not limited to the examples below:

- Violations of City, County, State, Federal Laws.
 - * For example receiving any legal citations that would make the student ineligible for ethical endorsement for the BOC® Exam by the ATEP Director
- Violations of any Heidelberg University Academic or Institutional policies
 - * For example being found guilty of Academic Dishonesty in any ATR course
 - * For example physical or verbal assault of any member of the AT Department or any of its affiliates
- Violations of the OTPTAT Board of Ohio, OATA, GLATA, and/or NATA Code of Ethics
 - * For example displaying behavior deemed as an unprofessional representation and/or reflection on the Athletic Training Profession

ATEP Clinical Education: The clinical education component of the Athletic Training Education Program (ATEP) offers both on-campus and off-campus clinical education experiences. The

educational experiences provide the athletic training students (ATS) an opportunity to progress from competency to proficiency in clinical skill work. These clinical skills are directly related to the profession of Athletic Training as outlined by the 4th Edition of the NATA Educational Competencies. Students will be assigned by the Coordinator of Clinical Education to be supervised by an Approved Clinical preceptor. Each student will be typically assigned to three different clinical rotations per academic calendar year. The clinical experiences are directly tied to the ATEP Clinical Coursework (see below). The ATS will gain experience working in a variety of clinical settings and patient populations. The ATS will also gain practical clinical educational experiences that will provide direct and regular interactions with various physicians, certified athletic trainers, registered nurses, physical therapists, occupational therapists, chiropractors, paramedics, emergency medical technicians, and other relevant members of the sports medicine team.

Clinical Education Requirements:

1. Adherence to all ATEP Policies and Procedures, see the complete ATEP Student Handbook at www.heidelberg.edu/academiclife/depts/athtraining/at
2. Under the direct supervision of a Heidelberg University ATEP preceptor at an ATEP affiliate clinical site, ATEP students will:
 - Complete a minimum of 900 clinical hours in a variety of settings including but not limited to collegiate, high school, rehabilitation, general medical, and other settings as assigned by the Coordinator of Clinical Education.
 - Completion of 75 clinical observation hours as an Athletic Training Candidate as a requirement of the ATEP application. NOTE: observation hours do not count toward the required minimum 900 clinical hours.
 - * See www.heidelberg.edu/academiclife/depts/athtraining/admission for more details regarding the ATEP application
 - Complete the six sequential clinical courses including ATR 270, ATR 271, ATR 371, ATR 372, ATR 470, and ATR 471
 - * The general medical rotation requirements are outlined in the AT Student Handbook and the clinical course syllabus for both ATR 270 and ATR 271
 - * Each clinical course reflects didactic instruction of clinical skills learned in previous semester of academic coursework
 - * Each clinical course has specific completion criteria and is appropriate to the ATS level within the ATEP (See Item 3 below for more details)
 - If a student does not successfully complete all of the requirements of their clinical course as outlined in each clinical course syllabus, the student will not be allowed to proceed to additional clinical or didactic ATR coursework which will result in the student needing to complete a(n) additional semester(s) at Heidelberg University beyond the traditional 4 year plan to complete the ATEP.
3. Enroll in Athletic Training Clinical Course appropriate to student level and successful completion at 80% of the overall course grade. Additional detail regarding the ATEP Clinical Coursework can be found in the AT Student Handbook online at www.heidelberg.edu/academiclife/depts/athtraining.

BIOCHEMISTRY (CHM)

Associate Professors B. Smith (chair), A. Roerdink; Assistant Professor Beres.

The programs of the Department of Chemistry and Biochemistry are designed to provide a background in the chemical and biochemical sciences within the context of a liberal arts education, and to prepare majors for occupational goals, professional school or graduate school. Courses serve students in the basic liberal arts program, those who plan to teach in elementary or secondary schools, and students who are interested in scientific research. The department offers two majors (Chemistry and Biochemistry) and one minor (Chemistry).

The Biochemistry major is interdisciplinary and deals with the chemistry of living organisms and their products. Students will gain (1) an understanding of biochemical issues; (2) skills in a variety of research techniques, (3) insights into research and data interpretation, and (4) communication skills in the sciences. They will be able to enter the employment pool directly as an entry level scientist; or, they may choose to enroll in graduate or professional school.

The Department of Chemistry and Biochemistry does not issue grade waivers in any of its majors or minors. Additionally, Biochemistry majors may not double major in Chemistry or minor in Chemistry.

Biochemistry Major (53 semester hours): CHM 111, 112, 201, 202, 305, 307, 311, 316, 316L, 416, 416L, 422 (Senior Capstone Experience), and 3 additional CHM credit hours (300 or higher); BIO 123, 123L, 223, 224. CHM 105 and CHM 205 may not be used toward major hours.

Allied Courses: 8 semester hours of PHY 101, 102; 6 semester hours of MTH 222, 223.

BIOLOGY (BIO)

Professors K. Baker, Berger (chair), Faber; Assistant Professors Pruneski and Spencer.

The programs of the Department of Biological and Environmental Sciences are designed to provide a background in the earth and life sciences within the context of a liberal arts education, and to prepare majors for occupational goals and advanced training. Courses serve students in the basic liberal arts program, those who plan to teach in elementary or secondary schools, and students who are interested in scientific research. The department offers two majors (Biology, Environmental Science) and three minors (Biology, Environmental Studies, Geology).

The Biology major prepares those who plan to work in the applied fields of allied health, podiatry, dentistry, medicine, veterinary medicine, medical technology, nursing, pharmacology, physical therapy, public health, agriculture, horticulture, agronomy, forestry, plant pathology and forensic biology.

The Biological and Environmental Science Department does not issue any grade waivers for BIO or ENS courses at the 200, 300, or 400 level.

Biology Major: 36 semester hours of which 24 must include: BIO 123, 123L, 124, 223, 224, 311, 312, 363, and a capstone course as described below. The remainder of hours may be in BIO or ENS, but cannot include BIO 115, 205, 235, BIO 370, or ENS 370. Twelve of the 36 hours of BIO or ENS courses must be at the 300 or higher level.

Allied Courses: All biology majors must take 8 semester hours of Chemistry (111 and 112), 8 semester hours of Physics (101 and 102), and two courses of Mathematics (neither MTH 117 or 118) or BIO 205. These courses are not considered “within the major” for purposes of either the grade waiver rule or residency requirements for transfer students.

Capstone Requirement: All Biology majors are required to complete a capstone experience designed to heighten their understanding of their chosen field. To this end, majors are asked to take one of the following courses, a principal component of which is a semester-long research project: BIO 318, 325, 329, 415 or ENS 334.

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

Biology Minor: 20 semester hours in Biology to include BIO 123 and 123L or 110 and 110L. Neither BIO 205 nor BIO 311 may be applied as credit towards the Biology Minor. Students may include either BIO 235 or 363 but not both, and either BIO 110/110L or 123/123L, but not both.

Associated Resources

National Center for Water Quality Research (Inquire with the Biological and Environmental Sciences chair)

Natural Areas

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

Belize

This class (spring vacation in alternate years) spends several days snorkeling in a variety of reef environments on the second longest barrier reef in the world. The trip also includes visits to several inland environments.

Internships

In recent years Heidelberg biology and environmental science majors have filled internships in a wide variety of situations. Local internship opportunities have included those provided by Waste Management, Inc., area departments of health, Ohio EPA, Ohio Department of Natural Resources, Sandusky River watershed coalition, Toledo Sight Center, hospitals and nursing homes and the National Center for Water Quality Research. Students have completed internships with the National Institutes of Health near Washington, DC and in programs with various universities and research facilities.

BUSINESS ADMINISTRATION (BAE, MKT, MGT, FIN)

Professor Ahmed (dean); Associate Professors Cook, Kraft; Assistant Professors Kohne, Monaco and Woods.

The School of Business offers majors in Accounting, Business Administration, and Economics, and a minor in Economics. The mission of Heidelberg School of Business is to prepare students to be effective, socially responsible and ethical leaders, managers, and scholars in the global business environment through experience-based learning that applies business theories, and integrates liberal arts with professional preparation. The Business Administration major offers four concentrations of study: Finance, Management, Marketing, and Self-Designed Business. The concentration selected will appear on your official University transcript. All Business Administration major and Accounting major programs entail completion of a core set of preprofessional and professional requirements. Specific requirements vary by program.

Business Administration is a solid preparation for a career in business or management and for careers in accounting, finance, marketing, or production in public, private, profit, or non-profit organizations and for graduate school. As a professional program which provides opportunity for intersection of scholarship and practice, students develop specialized knowledge, skills, and competencies. School of Business students are expected to develop capacities to analyze, think independently and logically, and work effectively in a team setting.

The School of Business requires students majoring in Business Administration, Accounting, or Economics to earn a grade of C or better in each required pre-professional and professional core course.

Required Core Courses

Pre-professional Core

Major (12 semester hours): ACC 201, 202, ECO 251, 252

Allied (21 semester hours): CPS 100, 150, or 316; COM 100; WRI 101; PHI 216 or 218; MTH 115, 121, 210 (Note: Students who have achieved academic credit for MTH 210 without having completed MTH 115, are exempt from the MTH 115 requirement). MTH 312 may be substituted for MTH 210. MTH 222 may be substituted for MTH 121. Students who plan to enter graduate school are encouraged to take MTH 222, 223, and 312.

Professional Core

Major (21 semester hours): BAE 318; ECO 352, BAE 328, or FIN 355; FIN 301; MKT 302; MGT 300, 360, 490 (Senior Capstone Experience).

Concentrations

A student majoring in Business Administration must complete one of the concentrations described below. A student may earn no more than two concentrations. A student must declare at least one concentration prior to taking any 300 or 400 level FIN, MGT or MKT courses beyond FIN 301, MGT 300, MGT 360 or MKT 302. A student who has declared a concentration may change his or her intended concentration or add a concentration by notifying the School of Business. In order to declare a concentration, a student must have Junior Standing, must have completed the pre-professional core with a C or better in each course and must submit a signed Declaration of Concentration form to the Administrative Assistant in the School of Business. The form is available in the School of Business Administrative Office in Adams Hall.

Concentration in Finance

Additional Courses (9 semester hours): FIN 330, 350, 430

The concentration in finance provides students with a fundamental understanding of how to analyze financial decisions and to consider risks so that financial capital is efficiently

managed. Course requirements expose students to theory and practice of corporate finance, theory and practice of managing investments, and financial markets and institutions.

Concentration in Management

Additional Courses (9 semester hours): MGT 320, 340, 420

The concentration in management is designed to present theories and practices of management and to encourage flexible learning, practice of management skills, and ethical dealings.

Concentration in Marketing

Additional Courses (9 semester hours): MKT 325; and two from 345, 410, 435.

The concentration in marketing presents key marketing theories and practices and encourages creative thinking, practice of marketing skills, and ethical business dealings.

Concentration in Self-Designed Business

Additional Courses (9 semester hours): Three courses with three different prefixes from ACC, BAE, ECO, FIN, MGT or MKT at the 300 or 400 level beyond the professional core.

The Self-Designed Business Concentration option provides a student with the opportunity to choose courses that reflect his or her specific interests. The Self-Designed Business Concentration option must be declared in the same way the other concentrations are declared.

Associated Resources

BERG BUSINESS BOARD

The Berg Business Board (BBB) is composed of a group of highly accomplished business professionals and executives who assist the Dean of School of Business in guiding, promoting, advising, and supporting the Heidelberg School of Business. The goal of the BBB is to actualize the school's vision to be a premier business school providing liberal arts based business education. The board plays a critical role in bringing practitioner's perspective into the students' Berg educational experience and they ensure the rigor, relevance, and currency of the academic degree programs offered by the Heidelberg School of Business.

EXECUTIVE-IN-RESIDENCE PROGRAM: Integrating Practice with Theory

Heidelberg Executives-in-Residence (ExIR) Program, one of the major structured academic enrichment initiatives of Heidelberg School of Business, is developed to serve as a vehicle to provide students with realistic career advice and a linkage to the corporate world. The high level business executives bring real-life practical perspectives that are melded with the theoretical knowledge advanced in the business classes. The ExIR Program highlights Heidelberg School of Business's commitment to fostering relationships with the business community, enhancing academic excellence through experiential learning in the student's educational experience, and assisting students in smooth transitioning to professional management career.

ENTREPRENEUR-IN-RESIDENCE PROGRAM: Unleashing the Spirit of Creativity & Innovation

The Entrepreneur-in-Residence (EnIR) Program at Heidelberg School of Business demonstrates Heidelberg's commitment to facilitating venture creation process by means of promoting academic excellence and providing profound student experience. The Entrepreneur-in-Residence is focused on innovation and creativity component of management and it complements the general management orientation of the Executive-in-Residence program at Heidelberg School of Business.

CHEMISTRY (CHM)

Associate Professors B. Smith (chair), A. Roerdink; Assistant Professor Beres.

The programs of the Department of Chemistry and Biochemistry are designed to provide a background in the chemical and biochemical sciences within the context of a liberal arts education, and to prepare majors for occupational goals, professional school or graduate school. Courses serve students in the basic liberal arts program, those who plan to teach in elementary or secondary schools, and students who are interested in scientific research. The department offers two majors (Chemistry and Biochemistry) and one minor (Chemistry).

The Chemistry major prepares those who plan to (1) work as professional chemist in industry, government or higher education; (2) seek comprehensive preparation for a number of graduate level programs; or (3) plan to engage in secondary science teaching.

The Department of Chemistry and Biochemistry does not issue grade waivers in any of its majors or minors. Additionally, Chemistry majors are not eligible to double major in Biochemistry.

Chemistry Major (40 semester hours): CHM 111, 112, 201, 202, 305, 307, 311, 415, 415L, 422 (Senior Capstone Experience), and 6 additional CHM credit hours at the 300 or 400 level. CHM 105 and CHM 205 may not be used toward major hours.

Allied Courses: 4 semester hours of BIO 123, 123L; 8 semester hours of PHY 101, 102; 6 semester hours of MTH 222, 223.

Chemistry Minor: 20 semester hours to include CHM 111, 112, 201, plus 8 hours from any additional chemistry courses excluding CHM 103/103L, 105.

CHINESE (CHI)

In a world of increasing interdependence, we seek political, economic and humanitarian solutions to complex global and regional issues. For this, we need more people who have acquired a sensitivity toward other cultures, and tolerance for other points of view and behavior patterns. An effective way to achieve this is through the study of foreign languages and their cultures, through residence and travel abroad, and through acquaintances and friendships with citizens of other countries. The Department of Languages does not offer a major or minor in Chinese. However, courses are integrated into the General Education curriculum and visiting professors from China brings a true sense of Chinese culture into the classroom.

COMMUNICATION (COM)

Associate Professor J. O'Reilly (Chair); Assistant Professor Heaton; Instructor Higgins. Media Communication Center Director: Cutietta. Media Producer and Coordinator: White.

The Department of Communication and Media offers a major and minor in Communication. These programs focus on communication competency and media literacy, helping students to develop critical thinking, research, writing, and oral communication skills. Such skills prepare majors for advanced study in communication, as well as a wide range of professional fields, including sales, corporate training, and government relations.

The Communication and Media Department does not issue grade waivers in any of its majors or minors.

Major (39–41 semester hours): COM 101, 201, 209, 245, 350, 408 (senior capstone experience); MED 156, 171, 375; one from MED 322, 323, 324, 325; 1–3 sem. hrs. from one or more of COM 369 (A,B), 370, MED 369 (A,B,C), 370. Specialized Coursework: COM 204, 311; two from COM 312, 313, 314, 315.

Minor (20 semester hours): COM 101, 201, 204, 245, 311, 350; one from COM 312, 313, 314, 315; MED 171.

COMPUTER SCIENCE (CPS)

Professor Close; Assistant Professors Huenemann and Joyce (chair).

The programs of the Department of Computer Science are designed to prepare students for successful careers and/or further study in the ever-evolving disciplines of computer science and information systems within the context of a liberal arts education. This preparation includes the application of fundamental computer science principles; software development skills; and the analysis, design, implementation, and administration of information systems projects. The department offers two majors (Computer Science and Information Systems) and one minor (Computer Science).

The Computer Science major offers a unique blend of computer science theory and information technology practice. Students in this major learn to model, design, and construct software; to solve problems using established techniques in database implementation and networking; and to develop effective methods for solving problems using computer-based solutions. Computer Science graduates have a comprehensive foundation that permits them to adapt to new technologies and new ideas.

Major: CPS 150, 201, 202, 301, 302, 311, 312, 325, 342, and 490 (Senior Capstone Experience) plus two additional courses from CPS 314, 316, 330, 340 and 350.

Allied Courses: PHI 202 or 380, and two mathematics courses which must include either

MTH 210 or 312.

Minor: 18 semester hours in CPS which must include CPS 150 and 201; remaining hours must be at the 300-level or above; plus one additional course from MTH 210, MTH 312, PHI 202, and PHI 380.

CRIMINOLOGY (CRM)

Associate Professor M. O'Reilly (chair); Assistant Professors Martini and Reichert.

The Department of Political Science and Criminology offers a major in Criminology, which considers the theoretical and practical aspects of criminogenic factors in American society. The program focuses on the application of psychological and sociological theories to understand criminal behavior, with emphasis on conducting and critiquing social science research as it applies to policies impacting the criminal justice system. Coursework includes eight core courses including introductory sociology, psychology, and criminal justice, as well as research methods and data science. Additionally, students must pick two courses focusing on practice within the criminal justice system and three courses highlighting theoretical perspectives common in the study of criminology.

Major: Minimum of 36 semester hours including the following requirements: SOC 100; PSY 101; CRM 151, 491; CRM 210 or PSY 201 and 202 for double majors in CRM and PSY; SOC 310; two of: CRM 220, 221, 362, 380, POL 235, 236; and three of: CRM 333, 357, PSY 209, 310, SOC 445, 373, 380. The major also requires a junior experience designed to emphasize a more hands-on study of issues related to criminology, providing students with a high impact experience that will transfer to postgraduate opportunities for employment or further study. Completing at least three credits in one of the following courses will satisfy junior experience: CRM 370, 371, 372.

Coursework in biology, chemistry and computer science are strongly recommended. In addition, we expect each student to work closely with his/her mentor to choose courses in the areas of language, science, mathematics, business and communications that further his/her professional development.

ECONOMICS (ECO)

Professor Ahmed (dean); Associate Professors Cook, Kraft; Assistant Professors Kohne, Monaco, Woods; and Instructor A.B. Roerdink.

The major in Economics is excellent preparation for entry into the fields of business and governmental economics as well as a solid foundation for the study of law. Students who anticipate graduate work in Economics are strongly advised to obtain a second major in Mathematics, or at least to complete MTH 222, 223 and 312.

The School of Business requires students majoring in Business Administration, Accounting, or Economics to earn a grade of C or better in each required pre-professional and professional core course.

Required Core Courses

Pre-professional Core

Major (9 semester hours): ACC 201, ECO 251, 252

Allied (24 semester hours): CPS 100 or CPS 150, CPS 201; WRI 101, COM 100, PHI 140 or 216, MTH 115, 121, 210 (Note: Students who have achieved academic credit for MTH 210 without having completed MTH 115, are exempt from the MTH 115 requirement). MTH 312 may be substituted for MTH 210. MTH 222 may be substituted for MTH 121.

Professional Core

Major (18 semester hours): ECO 361, 362; 451 (Senior Capstone Experience) plus three additional courses to be selected from: ECO 352; FIN 301, 350, and 430.

Minor in Economics (18 semester hours): ACC 201; ECO 251, 252, 352, 361, and 362.

Allied Courses: 3 hours: One MTH course at the 200 level or above.

EDUCATION (EDU, EIS)

Associate Professors Haley, Williams; Assistant Professors Castleman, Green, Jones (chair), and Pistorova.

The Heidelberg University School of Education offers teacher preparation programs that lead to licensure in the State of Ohio. It is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). While specific elements of teacher licensure vary from state to state, there is sufficient similarity so that the programs offered at Heidelberg will satisfy requirements in many states. Ohio teaching licenses are awarded to Education Majors in the following areas:

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

Candidates may receive a four-year Resident Educator license in one of the first four areas listed above as well as (1) add Intervention Specialist to any of the above, (this is not a stand-alone program at Heidelberg) or (2) seek a combination of two of the first four licenses. Note that this will require additional coursework and will take additional time. Also, some students will have a double major, e.g., Math and AYA. Candidates seeking licensure in two areas, must student teach in each area for at least six weeks.

Entering freshmen are classified as Conditional Education Majors (EDC) and take EDU 110 or MUS 110 (Music Education majors only), EDU 115 or MUS 115 (Music Education majors only) and PSY 101 during their freshman year. Upon successful completion of these courses (C- or higher), students may enroll in EDU 200, the accompanying seminar, and EIS 265/267. Upon successful completion of these courses (C- or higher), conditional education majors may enroll in EDU 220 and the accompanying seminar. (A 2.75 GPA also is required). Students enrolled in EDU 220 should register to take the state mandated pedagogy assessment prior to the end of the course. During EDU 220, students should apply for admission to the Education Licensure Program.

Admission to the Teacher Licensure Program is by application only and is subject to certain requirements. Prior to admission, those who plan to pursue a program in Education must have developed entrance level competency in general knowledge and professional studies as evidenced by the following requirements::

- 1. A cumulative grade point average of 3.00 or better
- 2. Demonstration of General Education Proficiency in the following ways:
 - A minimum composite score of 21 on the Enhanced American College Test (ACT) or a minimum score of 1000 on the Scholastic Aptitude Test (SAT).
 - Scores on the Core Academic Skills for Educators of a) mathematics, 150, b) reading, 156, c) writing, 162.
- 3. Registration for the state mandated pedagogy assessment appropriate for the student’s licensure area.

Once accepted into the licensure program, Conditional Education majors will be classified as Education Licensure Candidates (EDL). Conditional Education majors must be classified as EDL to enroll in 300-level professional education classes until they are classified as EDL. They also must maintain a 3.00 cumulative GPA in order to enroll in any professional education courses at the 300-level or above. (The 3.00 GPA may be waived for candidates who have earned a passing score on all state-mandated tests required for the licensure area.)

Education Licensure Candidates (EDL) must earn state passing scores on all state mandated tests required for their licensure area before they will be permitted to register for student teaching (EDU 426, 427, 428, 429, 430).

The state of Ohio requires that all Early, Middle Childhood Majors and those adding Intervention Specialist to complete a reading core of 12 credit hours. These hours are built into the candidate’s program so that “reading teacher” will automatically appear as a teaching area on their license. A passing score on a state approved test of principles of scientifically researched-based reading instruction is also required. The required courses include EDU 230, 344 or 350, 414 and EIS 285.

All Education Majors must complete the education licensure core courses. Beyond these, candidates need to complete the courses required for their specific licensure area. Any EDU or EIS course that is a prerequisite for any other EDU or EIS course must be passed with a grade of C- or better. Grade waivers will not be given for prerequisite courses.

Ohio law requires that all persons working in schools with students must complete both an Ohio criminal background check and an FBI criminal background check, conducted by the Bureau of Criminal Identification Investigation (BCII). This includes all education majors who are registered for any course with a field experience component.

Required Education Licensure Core Courses: 26 hrs.

EDU 110 or MUS 110, EDU 115, 200 (prerequisite PSY 101), 220, 416, EIS 265, EIS 267, 468 and one or more of: EDU 426, 427, 428, 429, 430. Music Education majors will take MUS 115 in lieu of EDU 115.

I. Education Major: Early Childhood Licensure Track(ERL)—42 hrs.: EDU 201, 225, 230, 321, 322, 323, 344, 345, 414; EIS 285, 320, 379; HHP 250; MTH 117, 118; NDI 255. The goal of this track is to prepare Pre-K through Grade 3 teachers. The senior capstone is EDU 426.

Early Childhood Generalist Endorsement

The Early Childhood Generalist Endorsement enables Early Childhood (pre-kindergarten through Grade 3) majors to broaden the scope of their license so they also can teach fourth and fifth grades. The endorsement may only be added to an Early Childhood License. In order to add the endorsement, candidates must successfully (C or better) complete the following courses: EDU 207, 218, 227, 324; HIS 107 and HIS 120. Candidates are required to pass specific OAE assessments in order to apply for this endorsement. Taking and passing the licensure tests prior to graduation and/or student teaching is encouraged but not required.

II. Education Major: Middle Childhood Licensure Track—20 hrs.: EDU 207, 227, 230, 350, 375, 400, 414, 427 (senior Capstone); EIS 285, 379. The goal of this track is to prepare teachers for grades 4 through 9. Students in this track must complete two of the following Areas of Concentration:

Language Arts 24 hrs.	Social Studies 26 hrs.	Mathematics 21-4 hrs.	Science 24 hrs.
LIT 102	EDU 373	EDU 380	EDU 390
MED 369A	ECO 102	MTH 117	BIO 110 and 110L
WRI 210	HIS 105	MTH 118	ENS 101
OR MED 205	HIS 106	CPS 100 or 150	PHY 100
LIT 231 OR 232	HIS 107	MTH 115*	PHY 172
NDI 382	POL 227	MTH 121	CHM 103
EDU 218	HIS 120	MTH 210	GEO 101 and 101L
MED 156	NDI 121	MTH 222	+1 hour in a lab in
EDU 324	NDI 310	either ENS, CHM, or PHY	
EDU 360			

*Students who have achieved academic credit for MTH 210 (without 115) are exempt from 115.

Middle Childhood Generalist

The Middle Childhood Generalist is an endorsement available only to those already holding a middle childhood license. It will allow the candidate to teach all subjects in grades 4-5-6 only. It is designed to meet the need in those schools with self-contained classrooms in those grades. The candidate will not be restricted to self-contained situations. Grade level is the only restriction.

The following program has been approved for Heidelberg:

- To add English, take: WRI 101 and LIT 102.
- To add Math, take: MTH 117 and MTH 118.
- To add Social Studies, take: HIS 107 and POL 227.
- To add Science, take: BIO 110 and GEO 101.

Anyone who has already graduated may also add this endorsement to their license through Heidelberg by meeting the requirements listed above. Candidates must add both of the non-concentration areas to be able to teach in a self-contained classroom.

Additional OAE Tests are required for the Middle Childhood Generalist Endorsement. Candidates seeking the endorsement must choose one option: either the 018 and 019 OAE Elementary Education Subtests or the content tests for each content area being added to the MC license.

III. Education Major: Adolescent to Young Adult Track—12 hrs.: EDU 208, 228, 350, 400, 428 (Senior Capstone); EIS 379 and one of the following: EDU 366, 376, 386, 396. NOTE: The AYA Track may allow for a content major to be chosen from Math, English, History

or Biology. EDU 230, 414 and EIS 285 are required for any AYA major adding Intervention Specialist License. The goal of the AYA track is to prepare teachers for grades 7 through 12.

A. Integrated Math License (AMT): 41 semester hours

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

Allied Courses: PHY 101, CPS 150, 201

B. Integrated Language Arts License (ALA): 51 semester hours

Required: WRI 101; WRI 210 or MED 205; LIT 102, 205 or 206; MED 156, 369A; LIT 221 or 222, 231 or 232, 291, 306 or 307, 346; ENG 490; EDU 218, 324; NDI 382

Allied Courses: Choose 3 from: COM 100, 209; MED 312, 325; THR 207, 306

C. Integrated Social Studies License (AIS): 51 semester hours

Required: HIS 105, 106, 107, 108, 384, and 385; one of HIS 311, 321, or 322; one of HIS 332, 333, or 335; one of HIS 325 or 357; one of HIS 386 or PSY 309; ECO 251, 252; REL 204; ANT 200; POL 221; POL 227 or 235; NDI 310

D. Life Sciences License (ABI): 59 semester hours (Teaching area: Biology)

Required: BIO 123, 123L, 124, 223, 224, 213, 311, 312, 363; Choose courses to total 6 additional hours: Select at least one from: 318, 325, or ENS 334, and if not two from previous section, one additional course from: BIO 390/91, 425/26; ENS 101

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

E. Integrated Science Option I (ASC): 61 semester hours

(Teaching areas: Biol/Chem/Earth Sci/Physics)

Required: BIO 123, 123L, 124, 223, 224, 363, and BIO 213 or ENS 334; CHM 111, 112, 201, 202 or 305; GEO 101/101 L, 201; PHY 101, 102, 172, plus 3 hours of PHY electives excluding PHY 104.

F. Integrated Science Option II:

Required: BIO 123, 123L, 124, 223, 224, 363, and 213 or ENS 334; CHM 111, 112; GEO 101; PHY 101, 102; and one of the following groups of courses:

1. **Teaching Areas: Biology/Chemistry (ABC)** 59 semester hours

CHM 201, 202, 305 and 307

2. **Teaching Areas: Biology/Earth Science (AEB)** 58 semester hours

GEO 104 or 116, 201, 305, 308; PHY 172

3. **Teaching Areas: Biology/Physics (ABP)** 63 semester hours

PHY 216, 227, 228, and 391. Choose two additional 300-level physics courses.

IV. Multi-Age Track—The goal of the Multi-Age track is to prepare Music teachers for Pre-K through grade 12. Note: Music Education candidates are not considered Education Majors, just licensure candidates. They are a BMus Music major. Refer to the Music section to see course requirements. The Senior Capstone is EDU 430.

V. Education Major: Intervention Specialist Licensure Track—30 hrs.: EDU 201, 230; 344 (Early), 347 (Multi-Age) or 350 (Middle and AYA); and 414; EIS 272, 273, 285, 350, 361, 379 (for 3 semester hours during Fall only), and 471. (See required Education Licensure Core Courses.)

* This license may be added to another license. It is not a stand-alone program at Heidelberg. Its goal is to prepare teachers to work with children with Mild/Moderate Disabilities. The Senior Capstone is EDU 429 (4 hrs.) and four additional hours from: EDU 426, 427, 428 or 430.

ENGLISH (ENG, LIT, WRI)

Professors Kimmel (chair), Reyer; Associate Professor Collar; Assistant Professor Isaacson.

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

English majors find careers in nearly every profession. Alumni have careers in technical writing, publishing, journalism, public relations, public service organizations, financial institutions, law, libraries, museums, education — in short, in professions of all kinds. English is an excellent pre-professional major too. Oftentimes later in their careers, English majors complete masters' degrees in other subjects — education, counseling and business, to name only a few.

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

Major: 36 semester hours in the Literature or Writing Concentration.

Concentration in Literature

A. All of the following: LIT 102, 221, 222, 231, 232, 291, and 346; and ENG 290, 490 (Senior Capstone Experience).

B. At least four courses from the following: LIT 205, 206, 300, 306, 307, 330, 340, 350, 355, 360.

C. Recommended elective courses; Any language course; any HIS course; MED 156, 322, 323, 324, 325; MUS 107; NDI 301, 302; PHI 200, 309, 310; REL 109, 201, 202, 204, 302, 308; THR 150, 321, 322; WGS 100, 300, 400; WRI 201, 210, 213, 254, 255, 260, 310, 311, 312, 314.

Concentration in Writing

A. All of the following: LIT 102, 291; ENG 290, 490 (Senior Capstone Experience).

B. At least 15 semester hours from the following: WRI 201, 210, 213, 251, 252, 253, 254, 255, 260, 310, 311, 312, 314; MED 205.

C. At least two courses from the following: LIT 205, 206, 221, 222, 231, 232.

D. At least two courses from the following: LIT 300, 306, 307, 330, 340, 346, 350, 355, 360.

E. Recommended elective courses; Any language course; COM 201, 350; ENG 369, 371, 372, 471, 472; MED 163, 164, 171, 205, 304, 312, 313, 314, 369A; NDI 382; PHI 202; WRI 201.

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

A. All of the following: LIT 102, 221, 222, 231, 232, 291.

B. At least one course from the following: LIT 205, 206, 300, 306, 307, 330, 340, 346, 350, 355, 360.

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

A. Both LIT 102 and 291.

B. At least 15 semester hours from the following: WRI 210, 213, 251, 252, 253, 254, 255, 260, 310, 311, 312, 314; MED 205.

Students majoring in English Literature are not eligible to minor in Literature and students majoring in English Writing are not eligible to minor in Writing.

ENGLISH LANGUAGE INSTITUTE (ELI)

Director and Instructor Arnold.

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

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

ENVIRONMENTAL SCIENCE (ENS)

Professors K. Baker, Berger (chair), Faber; Assistant Professors Pruneski and Spencer.

The programs of the Department of Biological and Environmental Sciences are designed to provide a background in the earth and life sciences within the context of a liberal arts education, and to prepare majors for occupational goals and advanced training. Courses serve students in the basic liberal arts program, those who plan to teach in elementary or secondary schools, and students who are interested in scientific research. The department offers two

majors (Biology, Environmental Science) and three minors (Biology, Environmental Studies, Geology).

The Environmental Science major is interdisciplinary, and is designed to prepare students to meet the growing demand for environmental scientists and managers. Students will gain (1) an understanding of environmental issues, (2) skills in a variety of research and monitoring techniques, (3) experience in research and data interpretation, and (4) communication skills in the sciences.

It is anticipated that many Environmental Science majors will interact with programs of the National Center of Water Quality Research (NCWQR). The laboratory has a staff of eleven full-time researchers and technicians involved in chemical, biological, and hydrological studies. NCWQR programs center on the collection, analysis and interpretation of environmental data necessary for improved water resource management in the Great Lakes Basin and Ohio River basins. Much of the NCWQR's research focuses on assessing the impacts of agricultural land use on water resources and on evaluating the effectiveness of agricultural pollution abatement programs. The laboratory's research programs are supported by governmental agencies, industries, and foundations.

Major (34 semester hours): ENS 101, 101L, 300 and 334 (Senior Capstone Experience); BIO 205, 213; CHM 205; GEO 250, 308 and 350.

Allied Courses (27 semester hours): BIO 123, 123L, 124, CHM 111, 112, GEO 101, 101L, MTH 115 or 121, and PHY 101. (Students who place into MTH 222 or above are exempt from the mathematics requirement.)

Environmental Studies Minor: 18–19 semester hours including ENS 101, 101L, PHI 216 or 217, and at least 11 hours from the following: BIO 124, 213; CHM 111; GEO 101, 101L, 201; GEO 305 or 306. Students majoring in Environmental Science may not also minor in Environmental Studies.

No grade waivers will be granted for any required course above the 100 level applied toward the Environmental Science major, nor for the Environmental Studies minor.

Associated Resources

National Center for Water Quality Research (Inquire with the Biological and Environmental Sciences chair)

Natural Areas

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

Belize

This class (spring vacation in alternate years) spends several days snorkeling in a variety of reef environments on the second longest barrier reef in the world. The trip also includes visits to several inland environments.

Internships

In recent years Heidelberg biology and environmental science majors have filled internships in a wide variety of situations. Local internship opportunities have included those provided by Waste Management, Inc., area departments of health, Ohio EPA, Ohio Department of Natural Resources, Sandusky River watershed coalition, Toledo Sight Center, hospitals and nursing homes and the National Center for Water Quality Research. Students have completed internships with the National Institutes of Health near Washington, DC and in programs with various universities and research facilities.

FRENCH (FRN)

While the Language Department does not offer a standalone major or minor in French, courses are available to help the student to assimilate the French language and to enjoy the literature, culture and art of France and the more than 37 Francophone countries.

Placement Test: Students with previous training in French who wish to continue the

language at Heidelberg University should take the French Placement test. The results of the test and consideration of the student's previous training in French will form the basis for placement at the appropriate level.

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

GEOLOGY – EARTH SCIENCE (GEO)

Professor Berger.

The Geology Minor is housed within the Biological and Environmental Sciences department overseen by the department's chair. Coursework in Geology offers an introduction to general earth science and advanced topics with an emphasis on surface and environmental systems. Students majoring in Environmental Science may choose courses in Geology (see Environmental Science major). A minor in geology provides students with a background in geology and field experiences with an emphasis on surface systems.

Geology Minor (15 semester hours): GEO 101, 101L, 201, 250, 305, 306, 308, 350 and ENS 300. Students majoring in Environmental Science may not also minor in Geology.

GERMAN (GER)

Professor Berg; Instructor Maiberger; Heidelberg staff abroad: Heckmann and Doerr.

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

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

Sponsored by Heidelberg University, the American Junior Year/Semester at Heidelberg University provides an opportunity for students to study at one of Europe's most illustrious centers of learning. A six-week summer session in May and June offers students the opportunity to earn 6–8 semester hours of credit on the intermediate and advanced levels. See the website for more information: <http://www.heidelberg.edu/ajy>.

Major: 30 hours in German beyond the introductory level (101–102), including the following: GER 290, 489, 490 (Senior Capstone Experience) and two German literature courses taken in Heidelberg, Germany; two semesters at the American Junior Year at Heidelberg; and one of the following allied courses: ANT 200, LIT 102, HIS 106, NDI 301, NDI 302, POL 263 or any course in another language.

Minor: 15 hours beyond the six-hour introductory sequence (GER 101–102). It is recommended that students spend at least a semester or a summer at the American Junior Year at Heidelberg, Germany or another site approved by the Department of Languages.

Placement Test: GER 101–102 or equivalent.

Allied/Prerequisite Course: Students with previous training in German who wish to continue the language at Heidelberg University should take the German Placement test. The results of the test and consideration of the students' previous German training will form the basis for placement at the appropriate level.

Credit by Examination: Students who have completed three or more years of German in high school may apply for credit by examination for courses beyond GER 101, 102. Students must make arrangements with the department faculty, complete the appropriate form in the Registrar's Office and pay the prescribed fee at the Business Office. The results of the test

should be submitted to the Registrar’s Office within the first four weeks of the semester in which the student is taking the next higher level German course. Therefore, the application procedure should be completed as early as possible.

GREEK (GRK)

The Languages Department does not offer a major or minor in Greek. The study of ancient Greek language and literature enriches liberal education by helping students understand the structure of the Indo-European family of languages and appreciate the contributions of classical culture to the modern world. Greek courses are offered when student demand is sufficient.

HEALTH AND HUMAN PERFORMANCE (HHP)

Assistant Professor McDonald (chair).

The Health and Human Performance major, located within the Human Performance and Sport Studies department, is designed to prepare students for entry level positions or graduate studies in the rapidly growing health and fitness industry. The exercise science concentration will equip students with a variety of knowledge and skills necessary for the pursuit of a career in personal training, cardiac rehabilitation, strength coaching, exercise science, sports science, community health, nutrition or coaching.

Major Core Courses: BIO 235 (course requires prerequisite); ATR 171, 213; HHP 116, 121, 211, 240, 302, 306, 313, 317, 454. HHP 490 the Senior Capstone course is also required if no other capstone is taken during the completion of a second major.

Exercise Science concentration: ATR 389; HSC 477, 487; HHP 307; PSY 101, 212.

HEALTH SCIENCE (HSC)

Associate Professor Bates (chair), Assistant Professor Musgrave; Instructors Depinet, Matejka and Suffel.

The health science major, located within the Athletic Training department, prepares students for a variety of studies within the health sciences. Students will be prepared to work in schools, businesses, healthcare settings, and the community in a variety of healthcare related positions. A degree in health science equips students with a variety of educational tools and techniques to use in their profession by emphasizing both health behavior theories and practical application through educational programming and service in the field.

Pre-Professional Curriculum Option

Several sub-disciplines of Health Sciences are graduate level programs that have competitive admissions processes that will demand the students have high academic marks and appropriate prerequisite coursework. For students with such ambitions, the department has developed the Pre-Professional Curriculum Option that is designed to meet standard prerequisites for graduate studies in Physical Therapy, Occupational Therapy, Chiropractic, and Physician Assistant Studies. The specific prerequisite coursework will vary by program and institution, therefore requiring students and their departmental advisor to develop a path that meets the students’ aspirations.

Major: 22 semester hours of HSC, 5 semester hours of ATR, 5 hours of HHP, and 6 hours of PSY.

Required Courses: HSC 110, 150, 260, 290, 370, 390, 425, 477, 485, 487, 490 (Senior Capstone Experience); ATR 171, 213; HHP 240, 306; PSY 101 and one additional PSY course from the following list 206, 207, or 209.

Allied Courses: MTH 115, 210 (Students with transfer credit for MTH 210 will be exempt from MTH 115); select one course from: BIO 110 (with Lab), 123 (with Lab); select one course from: BIO 235 or 363; and, select one course from: CHM 103 (with Lab) or 111.

HSC Pick List: Choose 1 course from: ATR 389; ANT 200; EDU 200; HHP 115, 116; PHI 216, 217; PSY 206, 207, 209, or 212.

NOTE: The allied chosen above must be different than the PSY course used above in the major requirements.

NOTE: Transfer students are required to complete at least 24 hours in HSC major while in residence.

HISTORY (HIS)

Professor S. Haley, Hogan; Associate Professor DeMayo (chair).

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

Major (33 semester hours): 105, 106, 107, 108, 223 and HIS 405 (Senior Capstone Experience), and 15 additional semester hours at the 300 level, with at least one course from each of the categories:

A. European: HIS 311, 321, 322, 325, 357, 359.

B. World: HIS 331, 332, 333, 335, 352.

C. American: HIS 320, 374, 375, 384, 385, 386.

Allied Courses: Ten semester hours selected from courses offered in Literature, Political Science, Anthropology, Languages or Philosophy. At least half of these credits must be at the 200 level or above.

Minor (18 semester hours): HIS 105 or 106; HIS 107 or 108; 223. Plus 9 hours of 300 level HIS courses, one from each of the categories:

A. European: HIS 311, 321, 322, 325, 357, 359.

B. World: HIS 331, 332, 333, 335, 352.

C. American: HIS 320, 374, 375, 384, 385, 386.

HONORS PROGRAM... “LIFE OF THE MIND” (HNR)

Associate Dean of Honors: Isaacson.

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

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

Attainment of a cumulative grade point average of 3.3 or higher

Completion of a departmental or interdisciplinary major

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

Completion of four thematic seminars representing the Scholar, the Artist, the Scientist and the Citizen (HNR 103, 203, 303, 403)

Completion of HNR 307, Service Learning Seminar (1), and 40 hours of community service or NDI 345

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

Completion of Portfolio

Completion of 2 credit hours in Personal Health and Wellness listed within the General Education Requirement section

Completion of the Responsibility and Major Related Requirements (refer to complete policy) for all Majors and Programs.

Completion of 10 support courses:

1. Courses must have 10 different prefixes

2. Five must be at 200 level or higher

3. At least 2 courses from each of the 4 disciplines

• Natural Sciences: ATR, BIO, CHM, CPS, ENS, FSC, GEO, MTH, PHY (excluding BIO 120, PHY 104 and CPS 100)

• Humanities: COM, MED (except MED 322), ENG, WRI, LIT, HIS, languages, REL, PHI

• Arts: Music, Art or one of the following: MED 322; THR 105, 150, 207, 306, 320, 325, 327; NDI 301, 302, 322, NDI 255 (Early Childhood majors only), PHY 104, WRI 210.

• Social Sciences: ACC, ANT, BAE, ECO, EDU, EIS, HHP (excluding 100 or 103), POL, PSY

4. Must be taken for letter grade credit

The requirements for the BMUS degree include all of the above, with the exception that only 2 support courses are required, one each from two disciplines other than the arts.

Withdrawal from the Honors Program

If a student is dismissed or voluntarily withdraws from the Honors Program, the Associate Dean of the Honors Program, in consultation with the Honors Committee, will determine whether the student (1) may complete the honors requirements or approved substitutions, minus HNR 455 (Senior Honors Project), HNR 307 (Service Learning), and the honors portfolio, or (2) will be required to complete the General Education requirements. A student who disagrees with the decision of the Associate Dean of the Honors Program may appeal the decision in writing to the Provost within 14 days of receipt of the decision. If a student wishes to voluntarily withdraw from the Honors Program, she or he must immediately notify the Dean of the Honors Program in writing.

INFORMATION SYSTEMS (CPS)

Professor Close; Assistant Professors Huenemann and Joyce (chair).

The programs of the Department of Computer Science are designed to prepare students for successful careers and/or further study in the ever-evolving disciplines of computer science and information systems within the context of a liberal arts education. This preparation includes the application of fundamental computer science principles; software development skills; and the analysis, design, implementation, and administration of information systems projects. The department offers two majors (Computer Science and Information Systems) and one minor (Computer Science).

The study of Information Systems focuses on integrating information technology solutions with business processes to enable organizations to be efficient and to achieve their goals effectively. Students in this major are primarily concerned with the information that computer systems can provide to aid an organization, understanding both technical and organizational factors that are needed.

Major: CPS 150, 201, 202 or 215, 302, 314, 316, 325, 342, and 490 (Senior Capstone Experience); plus two additional courses from CPS 202, 215, 301, 311, 312, 330, 340 and 350.

Allied Courses: ACC 201, 202; ECO 251, 252; WRI 313; MGT 360 plus two mathematics courses which must include either MTH 210 or 312.

INTEGRATED MEDIA (MED)

Associate Professor J. O'Reilly (chair); Assistant Professor Heaton; Instructor Higgins. Media Communication Center Director: Cutietta. Media Producer and Coordinator: White.

The Department of Communication and Media offers a major and minor in Integrated Media. These programs focus on communication competency and media literacy, helping students to develop critical thinking, research, writing, and oral communication skills. Such skills prepare majors for advanced study in media, as well as a wide range of professional fields, including broadcasting, social media, journalism, public relations, and media management.

The Communication and Media Department does not issue grade waivers in any of its majors or minors.

Major (39–41 semester hours): COM 101, 201, 209, 245, 350, 408 (senior capstone experience); MED 156, 171, 375; one from MED 322, 323, 324, 325; 1–3 sem. hrs. from one or more of COM 369 (A,B), 370, MED 369 (A,B,C), 370. Specialized Coursework: MED 205, 307; one from MED 304, 357; one from MED 312, 313, 314, 315.

Minor (20 semester hours): COM 350; MED 171, 205; MED 156 or one from MED 161, 162, 163, 164; COM 209 or MED 307; MED 304 or MED 357; one from MED 312, 313, 314, 315.

INTERNATIONAL STUDIES (ITS)

Interdisciplinary major taught by faculty from several departments. International Studies (ITS) Committee: Professors Ahmed, Lepeley; Associate Professor M. O'Reilly (chair), Associate Professors DeMayo and A. Roerdink.

The International Studies Major is intended both for students who:

- (1) want to study patterns of relationships between nations, international organizations and the political, social and economic environment in which these occur; or

- (2) desire to study the diverse historical, social and cultural experiences of contemporary human societies.

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

Major:

1. All students must successfully complete a language other than their native tongue. This requirement can be met by taking a 300-level course in the second language, or by demonstrating language proficiency through a method determined by, and acceptable to, the ITS Committee.
2. All students must complete ITS 409, a three-credit research seminar in International Studies. This will fulfill the Capstone requirement.
3. International Experience Requirement – Majors are required to take part in an international experience that is approved in advance by the ITS Committee and meets the following conditions:
 - A. Students who have lived primarily in the United States take part in an academic program or internship three months in duration, and in a country other than the United States. Students are strongly encouraged to spend a full academic year abroad.
 - B. Students who have lived primarily in countries other than the United States take part in an off-campus academic experience or internship worth 6 or more credit hours. Acceptable options include the Washington Semester program, a study abroad program or an internship in the United States.

Track One: International Relations

Required Courses: HIS 106; ANT 200; POL 221; ECO 251, 252; ITS 409 (Senior Capstone Experience); and four courses selected from: ECO 352, 364; ENS 101; HIS 105, 325, 333, 352; POL 240, 263, 293, 361, 376, 377, 383; REL 204. Two of the courses must be at the 300 level and no more than two selected from the same department.

Track Two: Crosscultural Studies

Required Courses: HIS 10; POL 221; ANT 200; ITS 409 (Senior Capstone Experience); and six courses to be selected from: ENS 101; ECO 251, 252, 352, 364; GEO 201; GER 317, 318, 417, 418; HIS 105, 325, 333, 352, 357, 359; MUS 107, 213, 246 247; POL 200, 240, 263, 293, 361, 383; NDI 345, 382; REL 204; SPA 321, 325, 330, 333 or 334. Three of the courses must be at the 300 or 400 levels and no more than three selected from the same department.

Minor: International Studies

1. All students must successfully complete a language other than their native tongue. This requirement can be met by taking a 200-level course in the second language, or by demonstrating language proficiency through a method determined by, and acceptable to, the ITS Committee.
2. The minor requires a short-term, academic experience outside of the United States (of one week or longer), approved in advance by the ITS Committee. Current University programs that fulfill this requirement include the "Border Trip" (NDI 345), Belize (BIO 375), the Heidelberg@Heidelberg Summer Program in German and European Studies, Oxford, Seville, Alicante, Cuernavaca, and any short-term Heidelberg study trips approved by the ITS Committee. Non-Heidelberg academic programs can be accepted, but must be approved in advance by the ITS Committee. Academic travel undertaken prior to admission to Heidelberg will under no circumstances be accepted as a fulfillment of this requirement.
3. **Required Courses** (21 hrs): POL 221; ECO 251 or 252; HIS 106; ANT 200; one from HIS 333, 352, 357, 359; one from POL 240, 263, 293, 383; one from ENS 101, NDI 382, GEO 201, REL 204, MUS 213.

LATIN AMERICAN STUDIES

The Latin American Studies minor is housed within the Languages Division and is overseen by the Languages chair. Students with a Latin American Studies minor are also strongly encouraged to participate in a short-term academic experience outside of the United States

(of one week or longer; for one semester hour credit, or more). Current University programs that would fulfill this include the US/Mexico Border trip, Belize, and summer study in Spain or Mexico.

Latin American Studies Minor (15 semester hours): two courses selected from HIS 251, 252, 361; POL 250 or POL 221; SPA: one 300-level course; NDI 340, or 345.

Prerequisite Courses: The prerequisite for a 300-level Spanish course is SPA 202 or equivalent.

LEGAL STUDIES

Associate Professor M. O'Reilly (chair).

Legal Studies is offered as a minor within the Political Science and Criminology department. The goal of the Legal Studies minor is to enhance knowledge of the legal system for those students interested in legal issues, considering law school and/or careers in the legal professions, or interested in the many interfaces between society and the law.

Required Courses (18 semester hours): POL 200, 235, 236, 377; plus any 6 hours from the following: BAE 318, 319, ECO 346 and MED 375. Students may major in POL and minor in Legal Studies.

MATHEMATICS (MTH)

Professors Grasman, Huang, Lemley, Velasquez (chair); Emeritus Professor Casler.

The Department of Mathematics and Physics seeks to contribute to the educational mission of Heidelberg University by providing: 1. instruction in mathematics as a major/minor area of study; 2. service courses for other departments in which mathematics is considered a vital tool; 3. the necessary mathematics preparation for prospective elementary and secondary school teachers.

Major: 32 semester hours in mathematics courses numbered 222 or above, including 222, 223, 307, 308, 390, 490, and one course selected from 401, 402, 403, and 404. Note: MTH 490 satisfies the Senior Capstone Experience. The MTH 490 requirement and the associated 1 semester hour will be waived if a student satisfies the capstone requirement in the completion of a second major.

Allied Courses: PHY 101, CPS 150, any CPS course numbered over 200, and one additional course selected from the departments of Biology, Chemistry, Computer Science, Philosophy and Physics. Candidates for the education license in Integrated Math for Adolescent to Young Adults (AYA) must include CPS 201.

Minor: 15 semester hours which must include MTH 222, 223; remaining hours must be 300 level or above. The prerequisite for MTH 222 is MTH 121 or placement by the Department of Mathematics.

MUSIC (MUS)

Professor D. McConnell, composition/theory Director of Music Programs and Technology; Associate Professors Ramsdell, music education, Director of Choral Activities; Specht, single reeds, orchestra; Assistant Professors Dusdieker, Director, School of Music and Theatre, voice and music history; Clark, chorus and music education; Denenburg, piano; Waters, Director of Bands; Instructors J. McConnell, organ, piano, music theory; and Shonkwiler, low brass.

The School of Music and Theatre serves the student, the academic community and the surrounding community-at-large through the offering of courses, degree programs and cultural activities. Aware of the importance of music as an academic discipline, the Department of Music provides a broad musical background, allowing a student to enter one of the musical professions, continue with the study of music at the graduate level, or pursue music as an avocation. Through the development of skills in performance, musicianship, critical thinking and creativity, the music student is able to appreciate the value of the musical arts and to become an advocate for music in the wider community.

In addition to the general requirements for admission to Heidelberg, an applicant to the Department of Music must audition to demonstrate musical achievement in the area of study. Placement tests are used to determine the musical background and present musical knowledge of entering students.

Bachelor of Music

A four-year program is offered leading to the degree of Bachelor of Music with a choice of major and secondary performing mediums. Fields of specialization include: Performance, Music Education with a vocal emphasis or instrumental emphasis, Music Industry (combining music and business), and Theory/Composition. Students qualified by examination to pursue two major performing mediums will plan their schedules in consultation with the Director of the School. An extra fee may be charged for carrying two applied majors. Students who wish to meet music education requirements while preparing for professional careers in performance must complete the requirements for both the Performance major and Music Education. The completion of this program requires five years or the equivalent.

Bachelor of Arts

Bachelor of Arts degree with a major in music is available. Refer to Bachelor of Arts following the BMus requirements.

School of Music Policies

The following policies have been instituted to maintain high standards of performance proficiency:

Examinations in performance are administered at the end of each semester.

In order to guide and assist students in preparation, permission of the instructor is required for performances outside the School of Music.

All students majoring in music, either on the B. MUS or the B.A./B.S. degree, must attend faculty and student recitals and other University music programs in accordance with a statement published at the beginning of each semester.

Major/Minor Grade Requirements

Students earning a Bachelor of Music degree are held to the major course grade requirement policy listed within the Academic Policies and Resource section of this catalog. However, the School of Music has established a set of core courses that will meet this policy. These courses are identified within the Major and Minor Requirements section. Students earning the B.A./B.S., majoring/minoring in music, are held to the major course grade requirements in all major required courses.

Applied Music and Composition

All Music Majors, including the B.MUS and the B.A./B.S. degrees, must register for an applied music area (composition when applicable) which is a private or class instruction that is appropriate to their major performance area. Each area of concentration required hours are listed within the concentration grids at the end of this section of the catalog.

Major Ensemble Requirement

All Music Majors, including the B.MUS and the B.A./B.S. degrees, must register for a major ensemble appropriate to their major performance area during each semester of enrollment, a minimum of eight hours of credit. Exceptions to this rule will be considered for students involved in international study opportunities, internship requirements resulting from a second major. Ensemble assignments are based on audition held each fall during the first week of classes.

Voice majors: are required to audition for Concert Choir. Based upon the results of the audition, students will be assigned to Concert Choir or University-Community Chorus.

Strings: are assigned to the University Orchestra.

Instrumental/Woodwind, brass and percussion majors: are assigned to Symphonic Band.

Piano or Organ majors: students may select either instrumental or choral ensembles based on their backgrounds or professional interests. Students with extensive piano skills may, with permission of the applied instructor and approval of the Director substitute up to 3 semesters of piano chamber music experience (major ensemble, Section F) for major ensemble credit.

Any music major enrolled in applied instruction (either private or group) in a secondary area(s) must participate in an ensemble experience related to that applied area, unless excused by the Director of the School.

Major Ensemble Requirement for Music Education Concentrations

In addition to their major ensemble requirement listed above music majors students enrolled

in the Music Education program are also required to complete two additional ensemble experiences.

Music Education- Vocal: will register for 2 semesters of instrumental ensemble.

Music Education- Piano or Organ: will take the opposite ensemble from the one selected in the Major Ensemble.

Music Education- Strings: are assigned to the appropriate instrumental ensemble.

Music Education- Instrumental/Woodwind, brass and percussion will register for 2 semesters of a choral ensemble.

Small Ensemble Requirement for Music Education Concentrations

Students enrolled in the Music Education degree program are required to have two small ensemble experiences. These experiences should relate to the primary applied area of the student. The following options will fulfill the small ensemble requirement:

Instrumental/Woodwind, brass, percussion: MUS 150–450: Jazz Ensemble, Other Ensembles (ex. Flute Choir, Percussion Ensemble, various Chamber Woodwind/Brass Ensemble, (please check with appropriate members of the instrumental faculty for available small ensembles) MUS 397–98; 497–98: Chamber Music performance project (subject to approval by the School of Music and Theatre)

Strings: MUS 150–450 Other Ensembles (please check with appropriate members of the instrumental faculty for available string ensembles) MUS 397–98; 497–98 Chamber Music performance projects. (subject to approval by the School of Music and Theatre)

Voice: MUS 150–450: Chamber Singers, The Singing Collegians; MUS 141–441: Opera Studio, MUS 397–98; 497–98 Chamber Music performance project (subject to approval by the School of Music and Theatre)

Keyboard: MUS 100–400; Piano Chamber Ensemble; MUS 150–450: Jazz Ensemble, Chamber Singers, Singing Collegians; MUS 397–98; 497–98: Chamber Music performance project (subject to approval by the School of Music and Theatre)

Small Ensemble Requirement for Woodwind, Brass and Percussion Concentrations

All students with a concentration in Performance or Music Education: Wind, Brass and Percussion or the B.A./B.S. major in Music who are Wind, Brass and Percussion are required to participate in Athletic Band in addition to required ensembles unless excused by the School.

Academic Progress within the Music Education Concentration

Students enrolled in the music education program are subject to a review of their academic progress after three semesters of full-time study. Please consult the School of Music and Theatre Student Handbook for specific details of the review process.

Performance Class Requirement

All Music Majors, including the B.MUS and the B.A./B.S. degrees, must register for Performance Class each semester. This is a 0 credit activity course and therefore does not affect the total hours enrolled each semester. A P (passing) grade based on attendance is necessary for graduation.

Recital Requirement

All students majoring in music shall perform as a soloist in a recital setting. The type of recital shall be based on the degree in which students are enrolled. Senior recitals must be approved by a recital screening jury, in accordance with a statement published annually. The specific requirements are:

A. Bachelor of Music – in Performance or Theory/Composition

- A junior recital
- A full senior recital

B. All other Bachelor of Music and Bachelor of Arts or Science Music Majors:

- A joint senior recital or an approved senior project.
- B.A./B.S. Music majors are required to present a half recital or an approved senior project. They may present a full recital with the permission of the School of Music and Theatre. This is decided by a jury process in the junior year. Presentations must be approved by the Recital Screening Committee.

Entrance Exams

Students will be required to take a brief diagnostic exam in musicianship before beginning their first semester studies. Students who fail to achieve qualifying scores will be required to take MUS 105: Music Fundamentals, before beginning the four-semester sequence courses

in Music Theory, Aural Training and Class Piano. A piano proficiency exam is required of all music majors.

Examination/Exemption Options

Minimum basic requirements in piano, voice and orchestral instruments in secondary areas for the degree in music may be met by examination when the student enters the University or at any later examination period.

Piano Proficiency Requirements

All students earning a B.MUS or B.A./B.S. majoring in Music will complete a piano proficiency. Requirements follow:

Bachelor of Music: Performance, Music Industry, Theory/Composition; Bachelor of Arts with a Music Major: Complete the requirements of MUS 091, Piano Proficiency I.

Bachelor of Music: Music Education; Performance: Piano or Organ: Complete the requirements of MUS 092 Piano Proficiency II. Students who have not passed the proficiency at either level will be offered one semester of remedial piano class instruction.

If the appropriate proficiency is passed before the number of piano hours required for the degree are complete, a student may complete the required hours through piano instruction, or, with the permission of the keyboard faculty, elect to study organ.

Change in Concentration

A student may change the area of concentration in applied music until the end of the sophomore year with approval of the jury prior to the change and observing the following provisos: a) a student in Music Education or Music Industry must accrue credit hours in the new applied area equivalent to the required hours in the junior and senior years; b) a student in Performance must accrue credit hours in the new applied area equivalent to the required hours in the sophomore, junior and senior years; c) a student in Theory/Composition must accrue the total hours required for the major.

Applied Area of Instruction and Ensembles Details

Applied Music and Composition

One 30-minute lesson per week is required for one semester hour of credit (a student will normally spend a minimum of five hours of practice per week for one semester hour of credit.) Two 30-minute lessons per week, or the equivalent, are required for two or more semester hours credit (a student will normally spend a minimum of 10 hours of practice per week for two semester hours of credit).

Major Performance Area Instruction

- 125–126 – 1–3 credit hours
- 225–226 – 1–3 credit hours
- 325–326 – 1–3 credit hours
- 425–426 – 1–3 credit hours

Non-Major Performance Area Instruction

- 127–128 – 1–2 credit hours
- 227–228 – 1–2 credit hours
- 327–328 – 1–2 credit hours
- 427–428 – 1–2 credit hours

Sections:

- | | |
|----------------|-----------------|
| A- euphonium | K- organ |
| B- bass viol | L- percussion |
| C- bassoon | M- piano |
| D- cello | N- saxophone |
| E- clarinet | O- trombone |
| F- flute | P- trumpet |
| G- French horn | Q- tuba |
| H- guitar | R- viola |
| I- harp | S- violin |
| J- oboe | T- voice |
| | U- composition* |

*MUS 127U has a prerequisite of MUS 121 and 123 or permission of instructor.

Information regarding the content of individual applied lessons can be obtained from the applied teachers.

Note: If additional applied hours (major and non-major areas of instruction) are elected beyond the concentration required applied hours, an extra fee is charged. The approval of the Chair of the department is required.

Major Ensembles

100 – 1 credit hour
200 – 1 credit hour
300 – 1 credit hour
400 – 1 credit hour

Sections

A. Concert Choir. The Heidelberg University Concert Choir is comprised of forty talented musicians. Selected by audition, these singers represent a variety of majors at the University. The Choir performs about 15 concerts each year, including a domestic tour and a performance of Handel's "Messiah".

B. University-Community Chorus. Membership in the University-Community Chorus is open to all Heidelberg students, faculty and staff, and members of the community. Chorus members have an opportunity to perform a variety of works from the choral repertoire as well as participate in the annual performance of Handel's "Messiah". The Chorus performs regularly scheduled campus concerts. No audition is necessary.

C. Orchestra. The University Symphony Orchestra performs regularly throughout the year. Repertoire is drawn from standard symphonic literature. Membership includes faculty and community personnel as well as students. Admission is by audition or permission. Wind and Percussion performers are selected from community personnel and from members of Symphonic Band; they should obtain permission of the director before registering.

D. Symphonic Band. The Symphonic Band is made up of talented musicians selected by audition from the entire University population. The band performs regularly scheduled campus concerts, as well as festival, convention, and tour concerts on occasion. Literature is chosen from standard and contemporary band repertoire, utilizing various instrumental combinations.

E. Piano Chamber Music. Open only to piano majors with permission of the applied teachers and approval of the director.

Small Ensembles

150 – 0 credit hours
250 – 0 credit hours
350 – 0 credit hours
450 – 0 credit hours

Sections

A. Chamber Singers. A select group of versatile singers who perform a wide variety of vocal chamber literature. Members are selected from Concert Choir.

B. The Singing Collegians. A select group of versatile singers and dancers. Repertoire includes popular, Broadway, a capella vocal and jazz music. Group performs for University, civic and school organizations. Members are selected from Concert Choir or University-Community Chorus.

C. Jazz Ensemble. Open to students desiring experience in the jazz idiom. In addition to contemporary styles, traditional styles are learned and performed. Admission is by audition. Ability to improvise not necessary. Woodwind and brass players are chosen from the Symphonic Band.

D. Other Ensembles. Active instrumental chamber ensembles include Brass Band, Trumpet Ensemble, Saxophone Quartet, Flute Ensemble, Clarinet Choir; Percussion Ensemble; Tuba/Euphonium Ensemble; Trombone Choir and others according to demand.

E. Athletic Band. An instrumental ensemble that performs in support of Heidelberg University football games and other select occasions on the campus during the fall semester. Membership is open to all Heidelberg students; music majors with wind, brass or percussion as their primary performance area are required to participate each year unless excused by

the Department of Music. Participation in the Athletic Band includes an Athletic Band camp one week before the start of classes.

BMUS Major and Minor Requirements

All students majoring in music, regardless if a Bachelor of Music or a Bachelor of Arts degree, complete required music courses, specific concentration courses, and electives, in addition to the General Education Requirements or the Honors Program Requirements. Because each area of concentration varies greatly, a summary of General Education Requirements are included by concentration. Students earning a Bachelor of Arts degree with a major in Music will follow all general education course requirements or the Honors Program Requirements located within the Academic Policies and Resources section of this catalog.

General Education Estimated Hours

Students will find that the General Education Requirements below, listed by concentration, may be fulfilled within the major course requirements. Students are permitted to use one course to meet both requirements. For this reason, the number of hours shown is an estimate so the student is aware of the total hours needed to meet the degree requirement. In addition to the General Education requirements, students must also meet credit hour requirements for individual degrees.

Bachelor of Music

Music Major: Performance and Composition Theory Concentrations (Degree Hour Requirement 125 hours)

Core Course Listing (Held to major course grade policy): MUS 107, 125-6, 225-6, 325-6, 425-6; 246, 247; 121-2; 123-4; 221-2; 223-4.

Music Major: Performance Concentration: Instrumental/Woodwind, Brass, Percussion

Performance: (36 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (d); Major Performance Area (22 hours) 125, 126, 225, 226, 325, 326, 425, 426 (a, c, e, f, g, h, i, j, l, n, o, p, q); 091; 185, 186; 397, 398; 051, 052, 053, 054, 055, 056, 057, 058; 499 (Senior Capstone).

Theoretical Music: (42 hours) MUS 107; 115; 121, 122, 123, 124, 221, 222, 223, 224; 246; 247; 213; 216, 316; 309, 310; 312; 313; 348; 335.

Music Electives: (14 hours) Any MUS courses; except MUS 149.

General Education Requirements: See below listing under Performance, Composition/Theory.

Music Major: Performance Concentration: Piano or Organ

Performance: (36 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400; Major Performance Area (22 hours) 125, 126, 225, 226, 325, 326, 425, 426; 091; 185, 186; 397, 398; 051, 052, 053, 054, 055, 056, 057, 058; 499 (Senior capstone).

Theoretical Music: (42 hours) MUS 107; 115; 121, 122, 123, 124, 221, 222, 223, 224; 213; 246, 247; 216, 316; 309, 310; 312; 313; 335; 348; (2 hours) 291, 292, 391, or 392; 321A; 321B for Piano or 322 for Organ.

Music Electives: (14 hours) Any MUS courses; except MUS 149.

General Education Requirements: See below listing under Performance, Composition/Theory.

Music Major: Performance Concentration: Strings

Performance: (36 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (c); Major Performance Area (22 hours) 125, 126, 225, 226, 325, 326, 425, 426 (b, d, r, s); 091; 185, 186; 397, 398; 051, 052, 053, 054, 055, 056, 057, 058; 499 (Senior capstone).

Theoretical Music: (42 hours) MUS 107; 115; 121, 122, 123, 124, 221, 222, 223, 224; 213; 246, 247; 216, 316; 309, 310; 312; 313; 335; 348.

Music Electives: (14 hours) Any MUS courses; except MUS 149.

General Education Requirements: See below listing under Performance, Composition/Theory.

Music Major: Performance Concentration: Vocal Performance

Performance: (50 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (a, b); Small Ensemble (4 semesters of enrollment) MUS 150, 250, 350, 450 (a, b, c, or d); Opera/Musical Theatre (2 semesters of enrollment) 142, 242, 342, 442; Opera Workshop (2 semesters of enrollment) 141, 241, 341, 441; Major Performance Area (22 hours) 125, 126, 225, 226, 325, 326, 425, 426 (t); 185, 186; 397, 398; 051, 052, 053, 054, 055, 056, 057, 058; 499 (Senior Capstone); GER 101; FRN 101; Performance Electives (8 hours from) THR 150, 207, 215, 216, 307, 320, 321, 322, 407; MUS 127, 128, 227, 228, 327, 328, 427, 428.

Supporting Coursework: (49 hours) MUS 107; 115; 118; 218; 121, 122, 123, 124, 221, 222, 223, 224; 213; 246, 247; 216, 316; 313; 369; 415; 492; Supporting coursework electives (9 hours with 5 hours at the 300/400 levels) MUS 110, 151, 152, 153, 154, 209, 211, 307, 308, 309, 310, 312, 318, 336.

General Education Requirements: See below listing under Performance, Composition/Theory.

Music Major: Performance Concentration: Composition/Theory

Performance: (39 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (a, b, c, d); Major Performance Area: Composition (16 hours) 125, 126, 225, 226, 325, 326, 425, 426 (u); Major Performance Area (10 hours) 125, 126, 225, 226, 325, 326, 425, 426 (a-t); 091; 185, 186; 339; 051, 052, 053, 054, 055, 056, 057, 058; 490; 499 (Senior Capstone).

Theoretical Music: (49 hours) MUS 107; 121, 122, 123, 124, 221, 222, 223, 224; 161; 209; 213; 216; 246, 247; 307; 308; 309; 310; 312; 313; 410, 411.

Music Electives: (4 hours) Any MUS courses; except MUS 149.

General Education Requirements: See below listing under Performance, Composition/Theory.

Bachelor of Music, Performance, Composition/Theory: General Education Requirements
(estimated 33 hours)

In addition to completing requirements for the Music Performance, Composition/Theory degree, students are also required to complete the following courses that are adapted from the General Education Requirements. For complete course listings, please see the General Education Requirement section within the Academic Policies and Resource section of the University Catalog.

- Writing Ability Requirement (5 courses) (MUS 213, 246), and Writing 101
- Reading Ability Requirement (6 courses) (MUS 213, 216)
- Oral Communication Ability Requirement
- Breadth of Academic Experience: One Natural Science course or One Quantitative Literacy Ability course
- Breadth of Academic Experience: One Social Science
- Breadth of Academic Experience: Two Humanities courses
- Breadth of Academic Experience: One Fine Arts course (cannot be a MUS prefix)
- Personal Health and Wellness Requirement
- Global/Cultural Perspectives Requirement (MUS213)

Music Major: Education Concentrations (Degree Hour Requirement 132 hours)

Core Course Listing: (Held to major grade policy) MUS 107, 110, 121, 122, 123, 124, 125, 126, 216, 221, 222, 223, 224, 225, 226, 246, 247, 316, 325, 326, 363, 373, 374, 375, 425, 426. Education courses follow the School of Education grading requirements.

Music Major: Education Concentration: Instrumental

Performance: (37 Hours) Major Ensemble: (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (d); Vocal Ensemble (2 hours) 100, 200, 300, or 400 (a, b); Major Performance Area (11 hours) 125, 126, 225, 226, 325, 326, 425, 426 (a, c, e, f, g, h, i, j, l, n, o p, q); Small Ensemble (2 Occurrences) 150, 250, 350, 450, 397, 398, 497, or 498 (c, d); Instrumental Methods (8 Hours) 270, 273, 274, 371, 372, 379, applied study (127–28); 092; 163; 185, 186; 285, 286; 051, 052, 053, 054, 055, 056, 057, 058; 499.

Theoretical Music: (33 hours) MUS 107; 121, 122, 123, 124, 221, 222, 223, 224; 213; 216; 246, 247;

312; 313; 316.

Education Courses:(39 hours) MUS 110; 115; 363; 373, 374; 375; EDU 200; 220; 229; 347; 400; 416; 430 (Senior capstone); EIS 265; 379; 468.

General Education Requirements: See below listing under Music Education.

Music Major: Education Concentration: Piano or Organ

Performance: (37 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (a, b, c, d); Vocal or Instrumental Ensemble (Opposite of Major Ensemble area) (2 hours) 100, 200, 300, or 400; Major Performance Area (15 hours) 125, 126, 225, 226, 325, 326, 425, 426 (k, m); Small Ensemble (2 Occurrences) 150, 250, 350, 450 (a, b, c, e); 397; 398; 497 or 498; Instrumental Methods (8 Hours) 270, 273, 274, 371, 372, 379, applied study (127–28); 092; 163; 285, 286; 051, 052, 053, 054, 055, 056, 057, 058; 499.

Theoretical Music: (33 hours) MUS 107; 121, 122, 123, 124, 221, 222, 223, 224; 213; 216; 246, 247; 312; 313; 316.

Education Courses: (39 hours) MUS 110; 115; 363; 373, 374; 375 or 415; EDU 200; 220; 229; 347; 400; 416; 430 (Senior capstone); EIS 265; 379; 468.

General Education Requirements: See below listing under Music Education.

Music Major: Education Concentration: Strings

Performance: (37 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (c); Choral Ensemble (2 hours) 100, 200, 300, or 400 (a, b); Major Performance Area (11 hours) 125, 126, 225, 226, 325, 326, 425, 426 (b, d, r, s); Small Ensemble (2 Occurrences) 150, 250, 350, 450 (a, b, c, d); 397; 398; 497 or 498; Instrumental Methods (8 Hours) 270, 273, 274, 371, 372, 379, applied study (127–28); 163; 092; 185, 186; 285, 286; 051, 052, 053, 054, 055, 056, 057, 058; 499.

Theoretical Music: (33 hours) MUS 107; 121, 122, 123, 124, 221, 222, 223, 224; 213; 216; 246, 247; 312; 313; 316.

Education Courses: (39 hours) MUS 110; 115; 363; 373, 374; 375 or 415; EDU 200; 220; 229; 347; 400; 416; 430 (Senior capstone); EIS 265; 379; 468.

General Education Requirements: See below listing under Music Education.

Music Major: Education Concentration: Vocal

Performance: (37 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (a, b); Instrumental Ensemble (2 hours) 100, 200, 300, or 400 (c, d); Major Performance Area (14 hours) 125, 126, 225, 226, 325, 326, 425, 426 (t); Small Ensemble (2 Occurrences) 150, 250, 350, 450 (a, b), 141, 241, 341, 441, 397, 398, 497, or 498; Instrumental Methods 270, 273, 274, 371, 372, 379; 092; 185, 186; 285, 286; 051, 052, 053, 054, 055, 056, 057, 058; 499.

Theoretical Music: (32 hours) MUS 107; 121, 122, 123, 124, 221, 222, 223, 224; 213; 216; 246, 247; 313; 316.

Education Courses: (40 hours) MUS 110; 115; 363; 373, 374; 415; EDU 200; 220; 229; 347; 400; 416; 430 (Senior capstone); EIS 265; 379; 468.

General Education Requirements: See below listing under Music Education.

Bachelor of Music, Music Education: General Education Requirements (estimated 23 hours)

In addition to completing requirements for the Music Education degree, students are also required to complete the following courses that are adapted from the General Education Requirements. For complete course listings, please see the General Education Requirement section within the Academic Policies and Resource section of the University Catalog.

- Writing Ability Requirement (5 courses) (MUS 110, 213, 246, 374), and Writing 101
- Reading Ability Requirement (6 courses) (MUS 213, 216, 363, 373, 374; PSY 101)
- Oral Communication Ability Requirement
- One Natural Science course or One Quantitative Literacy Ability course
- Breadth of Academic Experience: One Social Science (PSY 101)

- Breadth of Academic Experience: Two Humanities courses
- Breadth of Academic Experience: One Fine Arts course (cannot be a MUS prefix)
- Personal Health and Wellness Requirement
- Global/Cultural Perspectives Requirement (MUS 213)

Music Major: Music Industry (Degree Hour Requirement 126 hours)

Core Course Listing: (Held to major grade policy) MUS 100, 107, 121, 122, 123, 124, 125, 126, 200, 221, 222, 223, 224, 225, 226, 246, 247, 300, 312, 318, 325, 326, 400, 425, 426.

Performance: (28 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (a, b, c, d); Major Performance Area (10 hours) 125, 126, 225, 226, 325, 326, 425, 426 (a-u); 091; 185, 186; 6 hours chosen from MUS 118, 163, 218, 270, 273, 274, 291, 292, 321, 341, 371, 372, 379; 051, 052, 053, 054, 055, 056, 057, 058; 499 (Senior Capstone).

Theoretical Music: (29 hours) MUS 107; 115; 121, 122, 123, 124, 221, 222, 223, 224; 213; 216 or 316; 246, 247.

Music Industry: (13 hours) MUS 240, 318, 368, 369, 370.

Business Courses: (36 hours) ACC 201; ECO 251; MKT 302; MTH 115; MED 205, 304, 307; COM 204, 209, 311; THR 320; 3 credits from WRI 251, 252, 253, 254, 255, 260.

General Education Requirements: See below listing under Music Industry.

Bachelor of Music, Music Industry: General Education Requirements (estimated 20 hours)

In addition to completing requirements for the Music Industry degree, students should be also required to complete the following courses that are adapted from the General Education Requirements. For complete course listings, please see the General Education Requirement section within the Academic Policies and Resource section of the University Catalog.

- Writing Ability Requirement (5 courses) (MUS 213, 246; MKT 302; MED 205; MED 304), and Writing 101
- Reading Ability Requirement (6 courses) (MUS 213, 216; MKT 302; MED 304)
- Oral Communication Ability Requirement
- One Quantitative Literacy Ability course (MTH 115)
- Breadth of Academic Experience: Two Humanities courses
- Breadth of Academic Experience: One Fine Arts course (MED 307; COM 209; THR 320; cannot be a MUS prefix)
- Breadth of Academic Experience: One Social Science course (ECO 251 or COM 204)
- Personal Health and Wellness Requirement
- Global/Cultural Perspectives Requirement (MUS 213)

Bachelor of Arts

Music Major (Degree Hour Requirement 126)

The music major offers two areas of emphasis: traditional music and popular music. The Music major is not a professional degree in music. It is expected that most students will choose a second major while developing their skills and knowledge to lead an active musical life.

The Emphasis in Traditional Music allows students to continue their musical development in a liberal arts setting.

The Emphasis in Popular Music incorporates studies in performance, theory, history and development of popular music, technology, and entrepreneurship. It utilizes a strong liberal arts emphasis, including extensive examination of the role of history and culture in the development of music, and the role of music in the development of culture.

Core Requirements: (27 hours)

Performance: (18 Hours) Major Ensemble (4 hours; experiences) MUS 100-200; Music Performance Area (10 hours) MUS 125-426; MUS 091, 185, 186; MUS 499 (Senior Capstone); Performance Class (8 experiences) MUS 051-058.

Theoretical Music: (9 Hours) MUS 115, 121, 122, 123, 124.

Emphasis in Traditional Music: (15 Hours)

Performance: (4 Hours) Major Ensemble (4 hours and each term of enrollment) MUS 300, 400;

Theoretical Music: (6 hours) MUS 107, 213, 246, 247.

Music Electives: (5 hours) Any MUS courses; except MUS 149.

General Education Requirements and remaining hours: Listed within the Academic Policies and Resources Section. For Any Music prefixes taken beyond requirements will increase degree requirements by the same number of hours (see Major/Minor policy in the Academic Policies and Resources section).

Emphasis in Popular Music: (18 Hours)

Performance: (0 hours) Contemporary Ensemble (4 experiences) MUS 150d-250d.

Theoretical Music: (6 Hours) MUS 107 or 149; MUS 369.

Music Electives: (3 Hours) Any MUS courses; except MUS 149.

Popular Music: (9 Hours) MUS 151, 152, 153, 154, 211.

General Education Requirements and remaining hours: Listed within the Academic Policies and Resources Section. For Any Music prefixes taken beyond requirements will increase degree requirements by the same number of hours (see Major/Minor policy in the Academic Policies and Resources section).

Minor in Music: (19-20 hours):

Select two of the following: 4 hours

MUS 107: History and Literature of Classical Music

MUS 121: Music Theory I

MUS 122: Music Theory II (prerequisite: MUS 121)

MUS 123: Aural Training I

MUS 124: Aural Training II (prerequisite: MUS 123)

Select one of the following literature courses: 2-3 hours

MUS 149: Understanding and Enjoying Music

Select from the following Theory/History courses: 3-4 hours

MUS 121: Music Theory I

MUS 122: Music Theory II (prerequisite: MUS 121)

MUS 123: Aural Training I

MUS 124: Aural Training II (prerequisite: MUS 123)

MUS 221: Music Theory III (prerequisite: MUS 121-122)

MUS 222: Music Theory IV (prerequisite: MUS 221)

MUS 223: Aural Training III (prerequisite: MUS 123-124)

MUS 224: Aural Training IV (prerequisite: MUS 223)

MUS 246: History and Literature: Romantic and 20th Century

MUS 247: History and Literature: Medieval, Renaissance, Early Baroque

Other music electives 6 hours

(One course must be at the 300-400 level)

Non-Major Applied Study (127-28 thru 427-28) 4 hours

Major Ensemble Participation 4 experiences

Students will participate in the equivalent of four hours of ensemble activity. Ensembles (MUS 100, 200, 300, 400), opera (141, 142, 241, 242, etc.) or accompanying (291-92; 391-92). This participation requirement does not count against the total number of hours for the minor program itself.

Honors Program Candidates

Students who are enrolled in the BMUS programs, who also wish to participate in the Heidelberg University Honors Program, will follow both the Major requirements in addition to the Honors Program requirements.

PHILOSOPHY (PHI)

Professors Close and Grangaard (chair).

A maximum of 6 semester hours may be taken in Independent Study (413, 414) or the Honors Course (475, 476).

Philosophy enhances critical thinking, engenders ethical awareness and provides opportunity for the analysis and discussion of important and difficult issues and problems. The skills associated with the study of philosophy are highly valued by the legal and medical professions, government, education, business and many other areas of our society. Philosophy majors routinely perform well on GRE exams and are at a substantial advantage in gaining admission to law school.

Philosophy Major (30 semester hours): 18 hours to include PHI 140, 202 or 380, 216, 309, 310, 490 (Senior Capstone Experience); and 12 hours at the PHI 200 level or above; POL 200 may be counted among the 30 hours in philosophy.

Philosophy Minor (18 semester hours): Required courses are PHI 140, 202, 216, 309, 310, and one other PHI course at the 200 level or above.

PHYSICS (PHY)

Professors Lemley and Velasquez (chair).

Physics, housed within the Department of Mathematics and Physics, deals with the structure and properties of matter, the transformation and propagation of energy and the relationships between matter and energy. Students enrolled in physics can learn physical principles that can be applied to everyday situations and to modern technology from aviation to medical imaging. Students can also learn the consequences of physics in regard to its philosophical implications and social impact such as in theories of cosmology.

Physics Minor: 19 semester hours including PHY 101, 102, 227, 228, and three additional hours of physics to include one 300 level or higher course. May not use PHY 104.

Minor Allied Courses: MTH 222, MTH 223, and MTH 307.

POLITICAL SCIENCE (POL)

Associate Professor M. O'Reilly (chair).

The Department of Political Science offers majors in Political Science and Criminology. Minors are offered in Legal Studies and Political Science. The department also administers the University's Pre-Law Program. The combination of these programs into one department encourages cooperation in the development of innovative interdisciplinary and other special programs for students.

Political scientists describe and analyze governing processes in local communities, nation states and world forums. Students of politics and government use historical investigation, statistical reasoning, philosophical inquiry and behavioral studies to better understand the forces that shape the political life of human communities. Through the study of political science, students considering employment in law, public service, international service, public administration, business and industry, teaching and journalism discover ideas and insights that both enrich their personal lives and strengthen their competencies for their chosen careers.

The Department emphasizes the development of oral and written skills and encourages practical experience through internships. During junior year students are encouraged to participate in the the Washington Semester Program in Washington D.C. as well as international study abroad experiences.

Political Science Major: A Political Science major shall consist of 27 semester hours in Political Science. Majors must take POL 125, 344 and 409 (Senior Capstone Experience). Independent Studies and Internships (POL 370, POL 401 and POL 402) may not be counted toward the required 27 semester hours. Study abroad and the Washington Semester program are strongly recommended for all majors.

Minor in Political Science (18 hours): The minor in Political Science will assist students in improving their knowledge of political institutions and current issues, and developing skills needed for active, ethical citizenship. The minor is not available to Political Science majors.

Required Courses include: POL 125 or 221; 344; one of the following: POL 240, 263, 293, 383; one of the following: POL 323, 376, 377, 379; and six additional POL hours.

PRE-MEDICAL CONCENTRATION

The Pre-Medical Program is administered by the Pre-Professional Health Advisor. This program will likely attract pre-med students (allopathic, osteopathic, dental, veterinary, podiatry, optometry), but is an excellent preparation for PA, PT and Chiropractic Medicine. Pre-"Medical" is intended to mean health professions, not strictly pre-doctor. Any student who does not prefer this program, or cannot meet the requirements, can pursue a health career without this program. This can be added to any major, but it is not a stand-alone program. Students must have at least one institutionally defined major in addition to this program. Refer to the

On-Campus Programs section of this catalog for program acceptance and grade point average requirements.

Program Requirements: BIO 123, 123L, 124, 223, 363, 364; CHM 111, 112, 201, 202, 415; WRI 101; MTH 222; PHY 101, 102. Additional recommended courses are BIO 224, 325, 365, 403; PHI 217.

PSYCHOLOGY (PSY)

Professor Gregg (chair); Associate Professor Stark; Assistant Professors Reichert and Sass.

The Department offers a general major course of study and two minor courses of study (psychology and women's and gender studies). The program entails completion of a core set of psychology requirements and one allied course. The core courses include general psychology, explorations in psychology, research methods and data analysis, the senior capstone, and the junior experience. The junior experience courses emphasize a more hands-on approach to the study of psychology, and provide students with an high impact experience in the field that will transfer to postgraduate opportunities for employment and/or further graduate study. Beyond the core courses, majors are expected to choose five additional psychology courses, depending on personal interest, from two separate categories, with at least one chosen from each category. However, no more than 48 semester hours in psychology can be applied toward graduation.

Major (32 hours): PSY 101, 200, 201, 202, one course from 370, 371, or 372, 491 (Capstone), and five electives from two categories, Basic Research and Applied Research. Students must take at least one course from each category, and at least three of the five courses must be at or above the 300 level. Basic Research: 206, 207, 269, 305, 309, 310, 316, 317, 407, and 435 (depending on topic). Applied Research: 209, 212, 313, 321, 337, 413, 416, 417, 426, and 435 (depending on topic).

Allied (4 hours): Bio 110 or Bio 123, plus lab for either course.

Minor in Psychology (16 semester hours): PSY 101, 201, and three of the following, with at least one from each category: Basic Research: 206, 207, 305, 309, 310, 316, 317, 407, and 435 (depending on topic), and 469. Applied Research: 209, 212, 313, 321, 337, 413, 416, 417, 426, and 435 (depending on topic). Allied: 4 hours: Bio 110 or 123, plus the lab for either course.

PUBLIC HISTORY

The minor in public history familiarizes students with the field of public history, the various ways historians practice history in the world. Students will be introduced to the definition, philosophy, and practice of public history. The minor is designed to help students meet minimum level experience requirements for entering the field of public history or pursuing a graduate degree in public history. The public history minor is administered by the History department.

Minor (15 semester hours): HIS 120, HIS 222, ANT 330, ANT 333, HIS 370 or ANT 370 (at least 4.0 credit hours).

RELIGION (REL)

Professor Grangaard (chair).

Courses in religion are designed to help all students gain a mature understanding of religion and appreciate the importance of values, meaning, and faith as integral parts of human life. Courses in religion are also designed to provide undergraduate preparation for students who wish to continue their study in a theological seminary or graduate school.

Students who wish to be recommended for continuing study in a theological seminary are encouraged to complete the following courses: at least three courses in religion, History of Philosophy, Philosophy of Religion, one course in writing (above 100 level), one course in literature, world history, a modern language through second-year level, classical and New Testament Greek through second-year level, a course in political ideas or international politics, General Psychology, and Abnormal Psychology.

Religion Major (30 semester hours): a minimum of 21 hours in the REL subject area and must include: REL 201, 202, 204, 308, 309, and 490 (2 hours, Senior Capstone Experience) or 476 (6 hours, departmental Honors). Note that students completing the 490 option are required to take 4 hours of REL electives.

Allied Subjects: 9 of the 30 hours from among philosophy, literature (LIT 102, 151, 152, 153, 155,

205, 206, 221, 222, 231, 232, 300, 306, 307, 330, 340, 346, 350, 355, 360; NDI 301, 302, 382), GRK 111, and world history (HIS 105, 106, 311, 321, 322, 332, 333; NDI 115).

Religion Minor (15 semester hours): REL 201, 202, 204, 308, and 309.

A maximum of 6 semester hours may be taken in Independent Study (413, 414) or the Honors Course (475, 476).

SELF-DESIGNED (SDN)

Interdisciplinary major taught by faculty from several departments.

The Self-Designed Studies major, interdisciplinary in nature, consists of at least 27 hours. The student will have the option of designing his or her own program after developing a rationale and purpose with two faculty mentors. The course of study will be approved by the Self-Designed Studies Committee. The Self-Designed option should normally be adopted by end of sophomore year. The Self-Designed Studies major is an ideal companion for any other major and/or minor(s), and second majors will be recommended. No more than two courses may fulfill requirements for each major and/or minor.

A Self-Designed major will enable the student to:

1. develop critical thinking skills by noticing similarities, differences and relationships between disciplines
2. synthesize theory, knowledge and experience from at least 3 prefixes
3. demonstrate speaking and writing skills
4. develop an understanding of personal strengths and combine them creatively
5. value the quest for purpose, integrity and spiritual growth in them creatively

Major (27 semester hours): One course in SDN 370 (3-6 sem. hrs.), 371 (3 sem. hrs.), or 372 (1 sem. hr.). SDN 400 Senior Capstone Requirement. Self-Designed Coursework is to be determined by the student and two mentors, with approval of the Self-Designed Studies Committee. Fifteen hours of the selected courses for the major must be at the 300+ level. Plan should demonstrate a vertical progression to higher level courses. One course should cover research methods or applied methods in preparation for the JWO and capstone experiences. Self-Designed Studies majors will complete one Undergraduate Academic Foundation Requirement.

Requirements to Apply and Maintain Major: Any highly motivated student with specific career and/or academic goals that cannot be met by enrolling in another established major at Heidelberg may apply for Self-Designed Studies. Incoming freshmen may apply by August 15. Others may apply by October 15 or March 1 of each year. Application includes an essay explaining the student's goals and how her/his self-designed major will help achieve them. Also included should be a letter of reference from both faculty mentors. A student must maintain a 3.0 to remain in the Self-Designed Studies major. Student progress will be monitored by the Self-Designed Studies Committee. A student who does not meet that GPA will be advised to switch to another major after a semester grace period.

SOCIOLOGY (SOC)

Assistant Professor Martini.

Sociology, offered within the Political Science Department, helps us look more objectively at our society and other societies. It directs attention to how the parts of society fit together and change, and the consequences of that social change. We are faced with an ever increasingly complex and rapidly changing social milieu in modern industrial-bureaucratic societies. A study of Sociology provides the conceptual tools and methods for understanding the social environment.

SPANISH (SPA)

Professor Lepeley (chair).

In view of the historical, social, economic, political, geographical, linguistic and cultural ties and relations of the United States with Spain and all the Spanish speaking countries in America, the study of the Spanish language and the Hispanic Culture in general has become a very desirable and indispensable asset for any American college student. The Spanish Section of the Language

Department at Heidelberg University provides students a variety of opportunities to achieve proficiency in the language and acquire a deeper understanding of the Hispanic cultures and literatures.

Besides the course offerings at Heidelberg, students can spend a year, a semester or a summer studying at The Center for Cross-Cultural Study in Seville, Spain; Alicante, Spain; or Córdoba, Argentina. Three-week summer and semester-long courses are also offered at Cemanahuac in Cuernavaca, Mexico.

Outstanding students are invited to join Chi Psi, the campus chapter of Sigma Delta Pi the National Spanish Honorary Society.

Major: 30 semester hours in Spanish beyond the introductory sequence (101-102), including the following: SPA 290, 489, 490 (Senior Capstone Experience); one Spanish course in Latin American or Spanish (Peninsular) literature and one in Latin American or Spanish (Peninsular) culture; and one of the following allied courses: HIS 251, 252, 321, 322, 361; ENG 206; BIO 375; POL 250, 263; NDI 115, 120, 206, 301, 302, 340, 345, 382; or, any course in another language. Students are required to spend one semester studying abroad at an approved site in Spain or Latin America.

Minor: 15 semester hours beyond the six-hour introductory sequence (SPA 101-102). It is recommended that students spend at least a semester or a summer at a foreign study site approved by the Department of Languages.

Placement test: Students with previous training in Spanish who wish to continue the language at Heidelberg University should take the Spanish Placement test. The results of the test and consideration of the student's previous training in Spanish will form the basis for placement at the appropriate level.

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

SPORT MANAGEMENT (SPO)

Assistant Professor McDonald (chair).

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

Required Core Courses: HHP 211; HHP 203 or 2 hrs. from HHP 204-210; HHP 230, 302, 303, 315 and 316; ACC 201; BAE 101; ECO 251. HHP 490 (Senior Capstone Experience) is also required if no other capstone is taken during the completion of a second major. Sport Management majors must select only one of the following concentrations.

Fitness Concentration Additional Hours:

Required: ATR 171, 213; HSC 477, 487; HHP 121, 306; BIO 235 or 363 (courses require prerequisite); 2 hrs from HHP 203, 329, or 204-210 (these are in addition to the Core Courses).

Recommended: HHP 116, 370, 410, 454; BAE 318.

Public Relations Concentration Additional Hours:

Required: COM 204, 209, 311; WRI 313; MED 156, 205, 304, 357.

Recommended: BAE 318; MTH 210; MED 369 (A or B), 370.

Business Concentration Additional Hours:

Required: ACC 202; MGT 300, 340; MKT 302; ECO 252; FIN 301.

Recommended: BAE 318, 370.

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

Minor in Sport Management (16 hours): HHP 211, 302, 303, 230, 315, 316, 1 hr from HHP 204-210; BAE 101. The minor cannot be taken with the Sport Management major.

THEATRE (THR)

Associate Professor Tucci; Instructors Cook and Miller.

The Theatre major, in the School of Music and Theatre, is designed to provide a background in theatre studies within the context of a liberal arts education to prepare majors for job-related goals or advanced training. Courses and co-curricular activities provide students with opportunities to develop artistic literacy through practice, study, and development of an aesthetic appreciation of theatre. The Theatre major prepares students who wish to work as actors, directors, designers, producers, stage managers, playwrights, or in theatre management. The Theatre major also prepares students who wish to continue their education at professional or graduate school. Students cannot major and minor in Theatre.

Major (32 semester hours): THR 105, 150, 207, 210, 215, 216, 219, 220, 306, 307, 310, 320, 321, 322, 407, 410, 499 (Senior Capstone Experience).

Allied Courses (6 semester hours): MUS 050-058, 163, (127T, 128T or MUS 125T, 126T); and one from MUS 151, 152, 153, 154.

Minor (21 semester hours): THR 105, 150, 207, 215 or 216, 219, 220, 306 or 320, 307, 321; MUS 163. The minor is not available to Theatre Majors.

WELLNESS

The wellness minor is offered through the Human Performance and Sport Studies department and pulls from multiple disciplines. The minor can be supportive to those students majoring Sport Management in the Business and Public Relations concentrations as well as those majoring in Health Science. Student with an interest in a healthy lifestyle can develop a greater understanding of how to support this lifestyle.

Wellness Minor (17 semester hours): BIO 235 or 363 (courses require prerequisite): ATR 171, 213; HHP 116, 211, 240, 306. The Wellness Minor is not available to Health and Human Performance or Health Science majors.

WOMEN'S AND GENDER STUDIES (WGS)

Professor Gregg (chair); Associate Professor J. O'Reilly.

The Women's and Gender Studies minor is offered through the Psychology Department. Self-defining as a "woman" or a "man" affects nearly every aspect of an individual's life. An interdisciplinary minor in Women's and Gender Studies will challenge students to examine critically the ordinarily unexamined gendered aspects of their identity. Through in-class discussion and presentations and out-of-class readings and assignments, students in Women's and Gender Studies courses will consider how gender affects their perceptions of themselves and others, as well as how gender intersects with other aspects of identity, including race/ethnicity, sexuality, and class, and how gender operates within systems of power. Such a consideration of gender and its effects will benefit students in both their personal and professional lives, as exposure to gender theories will increase awareness of and sensitivity toward societal issues such as domestic violence, health and reproductive rights, religion and spirituality, and family values and workplace issues such as discrimination, sexual harassment, affirmative action, salary discrepancies, and unfair hiring practices.

Women's and Gender Studies Minor (15 semester hours): WGS 100, 300, 400; HIS 386; ANT 200.

Allied: Select 6 semester hours from the following: LIT 307, PSY 309, NDI 112, 340, or other courses as approved by the department chair.

Course Descriptions



The following course descriptions are listed in alphabetic order by subject area. Courses fulfilling General Education Requirements are marked within each course description and on-line in OASIS. Following each general education area, a letter will be used to identify the courses. Abilities courses are Public Speaking and Engagement (COM 100); Quantitative Literacy (Q), Reading (R), and Writing (W) (WRI 101); Breadth of Academic Experience courses are Fine Arts (F), Humanities (H), Natural Sciences (N) with Lab (L), and Social Science (S); Global/Cultural courses are designated with a (G); Personal Health and Wellness courses are designated with a (P); and, the Responsibility Requirement courses are designated with (the HEI prefix).

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

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

An effort has been made to indicate, for your planning, when courses are offered. For uniformity, the notations are based upon the academic year dates. For example, "Fall of even-odd years" means "Fall of 2016-17," "Fall of 2018-19," etc.; "Spring of odd-even years" means "Spring of 2017-18," "Spring of 2019-20," etc. If fewer than eight students elect a course, or if unforeseen difficulties arise, the University reserves the right to withdraw it from the schedule without further notice. Demand for certain courses or staff conditions may also necessitate a change in the usual sequence. Some courses are offered in alternate years only.

ACC-Accounting

201. Financial Accounting (3 sem. hrs.). Introduction to the standards, concepts and generally accepted accounting principles for external financial reports. Emphasis on accounting reports as a means for providing financial information. Prerequisites: Successful completion of one college level mathematics course and Sophomore standing. Students with ACC 153, 253 will not receive additional credit for this course. (Fall and Spring)

202. Managerial Accounting (3 sem. hrs.). This course focuses on the internal uses of accounting methods in the control of an enterprise and in decision making, with emphasis on the internal management reports. Prerequisites: Successful completion of ACC 201 and Sophomore standing. (Fall and Spring)

305, 306. Independent Study in Accounting (1-3 sem. hrs.). Open to accounting majors. With instructor approval, the student may do independent reading and research or pursue a topic of special interest. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; WRI 101 with a C- or better. Junior standing.

334. Federal Income Tax (Q)(R) (3 sem. hrs.). Fundamentals of federal, state and local tax systems. Emphasis on the applications of the federal income tax regulations and administration. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; WRI 101 with a C- or better. Junior standing. (Fall)

353. Advanced Managerial Accounting (3 sem. hrs.). Explores in greater depth the preparation, analysis and use of cost data for the purpose of planning and control of operations of an enterprise. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; WRI with a C- or better. Junior standing. (Fall)

356. Governmental and Non-Profit Accounting (3 sem. hrs.). A study of the accounting methods used by government and the non-profit sector of the economy. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; WRI 101 with a C- or better. Junior standing.

363. Intermediate Accounting I (3 sem. hrs.). A study of the theory and practice of accounting concepts. Emphasis is placed on the proper accounting for assets using more complex methods of accounting. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; WRI 101 with a C- or better. Junior standing. (Fall)

364. Intermediate Accounting II (3 sem. hrs.). A continuation of the concepts in ACC 363. Particular emphasis is placed on the proper accounting for liabilities, equity, leases, earnings per share and changing prices. Prerequisites: ACC 201, 202; ACC 363, ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; WRI 101 with a C- or better. Junior standing. (Spring)

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

373. Accounting Information Systems (R) (3 sem. hrs.). This course is designed to utilize the knowledge learned in ACC 201 and apply it to business applications. It both reinforces the accounting process and gives the students practical skills that are critical and expected in the accounting and business professions. Prepares users of accounting information systems to participate in project development teams, evaluate internal controls and to design and implement computerized accounting information systems. Fraud cases will also be discussed in detail so the students can relate how internal controls play an important part in accounting and business. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; WRI 101 with a C- or better. (Spring)

463. Senior Seminar in Accounting (3 sem. hrs.). A capstone experience open to graduating seniors. Affords an opportunity to utilize knowledge and skills gained from previous course work in an independent project. Students should consult with the instructor in the term prior to registration to prepare a proposal for a research project and paper. Approval of the proposed project must be obtained prior to registration. Students should anticipate extensive research and writing. Prerequisites: Permission of instructor and Senior standing; COM 100; WRI 101. This course meets all the requirements for the senior capstone experience and requires the successful completion (C- or better) of all major accounting courses with the exception of 353 or 373 (must have concurrent enrollment). (Spring)

466. Auditing (3 sem. hrs.). Develops intellectual discipline of objectively examining financial statements to express an opinion of the validity and adequacy of such statements on the basis of generally accepted professional standards. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; WRI 101 with a C- or better. Junior standing. (Fall)

474. Advanced Accounting (Q) (3 sem. hrs.). The theory and application of specialized topics. These topics include business combinations, consolidated financial reporting, segment and interim reporting, partnership accounting, foreign transactions and non-profit accounting. Prerequisites: ACC 201, 202, 363, 364; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; WRI 101 with a C- or better. Senior standing. (Fall)

ANT-Anthropology

100. Anthropology: An Introduction (S) (3 sem. hrs.). Introduction to the nature and use of anthropological and social science concepts and theories in the analysis of humans, human culture and social institutions. (Offered occasionally)

200. Cultural Anthropology (R)(S)(G) (3 sem. hrs.). Cultural anthropology is the study of human cultures, usually through direct observation and interaction with members of a culture that is not your own. This course presents the methods and theories of cultural anthropology and uses case studies to illustrate how it provides a way of understanding human behavior at the group level. Special attention is given to the concept of ethnocentrism, the tendency to see your own culture as better than others, and how this colors your understanding of the world that we live in. (Fall and Spring)

205. Physical Anthropology (N)(P) (3 sem. hrs.). Physical anthropology is the study of the human body and how that body is shaped and viewed by culture. This course begins with a review of basic genetics, evolutionary theory, and primatology to examine the evolution of our species. Attention then shifts to the biological processes that create the human form and examines the variation of body forms that can and do occur within contemporary human populations. Special attention is given to the concept of race as a social construct, not a biological reality, and to alternate body forms that are considered disabilities by those who choose to see them that way. (Fall)

210. Introduction to Archaeology (S)(G) (3 sem. hrs.). Modern archaeology draws much of its theory and goals from anthropology. This course will show how archaeologists use fragmentary traces left by past peoples to develop an anthropological understanding of their cultures. The class will explore the variety of ways archaeologists investigate such things as prehistoric diet, social life, politics, technology, art and religion. Topics to be covered include: the nature of archaeological information, dating techniques, interpretation of material objects and archaeological ethics. Studies from around the world will be used to illustrate the shifts in human history (the origins of agriculture, the origin of cities, etc.), the range of human adaptation in the past and the general sequence of social evolution. The course will provide an understanding of how and why we study past societies, as well as the unique contribution archaeology can make to understanding ourselves. (Fall)

250. Archaeological Field and Laboratory Methods (3 sem. hrs.). Introduction to field and laboratory methods in archaeology through participation in excavation of an archaeological site. Students will learn fundamental excavation and recording techniques, initial stage laboratory processing and analysis, and general principles of field research. Full-time participation for three weeks at an off campus location. To be taken concurrently with ANT 251. (Summer)

251. Archaeological Field Experience (3 sem. hrs.). Two weeks intensive supervised experience in archaeological fieldwork. To be taken concurrently with ANT 250. (Summer)

255. Analysis of Cultural Materials (S) (3 sem. hrs.). A fundamental aspect of archaeology is the identification, classification and analysis of the cultural remains recovered from archaeological excavations. This course presents students with an introduction to the archaeological record through consideration of an actual archaeological database in a laboratory setting. Background information on the manufacture, use and deposition of various cultural materials will be presented along with the taphonomic processes which lead to the recovery of these materials in archaeological contexts. Students will carry out artifact processing and analysis in an experiential learning situation. The course will utilize collections located at the Center for Military and Historic Archaeology laboratories at Heidelberg University. (Due to constrained lab space and the intensive nature of this course, it will be limited to ten students per section). (Fall)

300. Native North Americans (R)(W) (3 sem. hrs.). Native American culture is often misrepresented within American culture. Native Americans have not disappeared, in fact the Native population is on the rise and their culture is being expressed in contemporary movies and music, but not in the ways most Americans expect. This cultural anthropology course provides an overview of Native North American cultures from the time of contact with Europeans to the present day, using both anthropological and Native sources. Special attention is given to contemporary Native American issues and artistic forms of expression. Prerequisite: ANT 200; WRI 101; COM 100, (Spring even-odd)

310. Historic and Military Archaeology (S)(G) (3 sem. hrs.). All archaeology shares the premise that the material culture of a society is systematically related to human behavior and the norms of the larger cultural system. Not all archaeological data must come from the ground, however. Historic and Military Archaeology studies the material culture of literate societies and interprets the "artifacts" of those societies within the larger context of what we know of them historically. This course is designed as an introduction to historical archaeology, with an emphasis on the archaeology of military sites. Special attention will be given to the archaeological and historical records associated with 18th and 19th century military battlefields, fortifications, encampments, prisons, and their impact to the larger cultural landscape. Prerequisite: ANT 100, 200 or 210.

315. Selected Topics in Anthropology (3 sem. hrs.). Designed to explore material and topics not available through regular course offerings. Nature and content to be announced at pre-registration. Prerequisite: ANT 100 or 200 or 230.

320. Contemporary Issues in Anthropology (3 sem. hrs.). This course is designed to address issues current in anthropology from a comparative, multicultural perspective. Human problems such as population control, human rights issues, environmental degradation, nationalism, racism and ethnocentrism will be explored. Prerequisite: ANT 100 or 200 or 230. (Spring)

325. Forensic Anthropology (Q)(N) (3 sem. hrs.). Forensic anthropology is the application of physical anthropology to medical or legal issues, such as crimes. This course introduces students to the basic methods of forensic anthropology, including how age, sex, race, and height of an individual can be determined from their bones. Recognition of skeletal anomalies can also reveal past health conditions and the cause and manner of death. Students gain experience in applying these methods by working with real and synthetic human bones. Special attention is given to the accuracy of each method and how to develop a biological profile that would stand up in a court of law. Prerequisite: ANT 205, MTH 090 or Math Placement, or completion of 115 or higher. (Fall)

330. Historic Preservation (3 sem. hrs.). This course will cover in an introductory way all aspects of Cultural Resource Management and Historic Preservation. Major topics include federal historic preservation legislation, cultural resources (historic and prehistoric archaeology, historic structures), the National Register of Historic Places, Section 106 and 110 of the NHPA, historic preservation planning and state historic preservation plans. The course will utilize historic architectural examples as well as prehistoric and historic archaeological sites. Greater emphasis will be placed on how to evaluate historic properties for National Register eligibility than on the process. Prerequisite: Previous course in Anthropology or American History COM 100; WRI 101.

333. The Changing Role of Museums (3 sem. hrs.). Museums have played the authoritative role of interpreting one's culture from many disciplines. In recent decades, however, museums have gone from "static monuments" to interactive arenas allowing "users" to examine the most challenging questions of our time. Technological advances, marketing strategies, educational theory, mast plans and discipline specific developments all contribute to the new museum's approach. (Spring even/odd years)

355. Ethnozoology (W) (3 sem. hrs.). This course is a cross-cultural examination of the various roles that animals play in the lives of people. Emphasis will be placed on how animals are used in the construction of ethnic identities and how some are seen as sacred beings. The method and theory of zooarchaeology, the analysis of animal remains from archaeological sites, will be covered as a means of understanding the treatment of animals by past cultures. Depictions of animals in art and folklore will be used to examine their roles in more contemporary cultures. Prerequisite: ANT 200, ANT 205, and ANT 210.

370. Internships in Anthropology (1-15 sem. hrs.). Opportunities for experiential learning in Anthropology. Site and schedule must be determined by the student with approval of Anthropology faculty. (Open to Juniors and Seniors)

400. Seminar in Anthropological Theory (3 sem. hrs.). Examination of the history of anthropological theory and contemporary anthropological thought. The course takes the form of a seminar designed to present and discuss various themes in anthropology as a foundation for the capstone experience. Designed to help students learn to evaluate particular theoretical frameworks and articulate the values behind different approaches,

the course also provides the vehicle for student completion and presentation of their capstone research. Co-requisite: ANT 490. Prerequisite: Senior status; COM 100; WRI 101; Anthropology major or minor, approved capstone experience project proposal. (Spring)

401, 402. Independent Study (1-3 sem. hrs.). Courses are designed to present Anthropology students with the opportunity to pursue a research project or pursue an intensive reading course resulting in a written presentation. Open to students of demonstrated ability and by consent of the instructor.

410. Method and Theory in Archaeology (3 sem. hrs.). This seminar course designed to present upper level students with the most current information on methodological and theoretical developments in historic and prehistoric archaeology through review and discussion of recent developments in the field. Major topics to be covered will include an historical review of archaeological method and theory along with current approaches to material culture interpretation. The formation processes of the archaeological record will be explored along with the development of mid-range theoretical studies. Prerequisite: Junior or higher status, Public History minor. (Fall)

425. Forensic Materials Processing (3 sem. hrs.). This course considers the forensic application of anthropological and archaeological techniques to identification, recovery, and initial processing of physical evidence from crime scenes. Students will be introduced to the anthropological methods in crime scene identification, recording, and evidence recovery. This course will explore the characteristics of physical evidence and the requirements for the collection, preservation, and packaging for recovered material. The laboratory setting will be utilized for investigating physical evidence characteristics. (Prerequisites: ANT 205, 210, or 255)

490. Capstone Experience in Anthropology (1 sem. hr.). The Capstone Experience in Anthropology is a two semester program beginning when students enroll in either ANT/SOC 347 or ANT 410 in the fall semester of the senior year. Students work with the professor to develop an individual field or archival research project in anthropology. The research project is completed and presented as the requirement for ANT 490. Co-requisite: ANT 400. Prerequisite: Completion of ANT/SOC 347 or ANT 410 with an approved project proposal.

ART–Art

102. An Introduction into Two-Dimensional Art and Graphics (F) (2 sem. hrs.). Studio art course that includes the visual language, methods and techniques of three-dimensional design that will include an exploration of a variety of media. Organizational problems of composition and space, and identification of relationships between form and content will be emphasized. There is an additional fee with this course.

103. An Introduction into Three-Dimensional Art (F) (2 sem. hrs.). Studio art course that includes the visual language, methods and techniques of three-dimensional design that will include an exploration of a variety of media. Organizational problems of composition and space, and identification of relationships between form and content will be emphasized.

118. Art and the Visual Experience (R)(F) (3 sem. hrs.). This course examines the processes by which we create, interpret, and respond to the visual arts (painting, sculpture, architecture, photography, etc.) This includes an analysis of fine art theories, techniques, media and language, in the context of historical, cultural and social events. (Fall)

131. Graphic Design (F) (3 sem. hrs.). This course is especially for students who want to enhance their communication skills through artistic expression. Photographic composition, and analysis of color as it pertains to advertising and commercial design, will be examined. Students will need to supply a digital camera for this course. There is an additional fee with this course. (Fall)

312. Studio Art (F) (1 to 3 sem. hrs.). Studio art course designed to give students the opportunity to broaden technical skills in the medium of media of their choice. Historical or personal styles (perceptual skills, visual language, motif, subject matter, etc.) may be further developed to achieve desired levels of self-expression, invention, and communication. Prerequisites: ART 102, 103; or permission of instructor.

355. Art Fundamentals (F) (2 sem. hrs.). This course is to allow the student to explore with both lecture and hands-on experiences some of the major areas of art. Painting, calligraphy, ceramics, drawing are areas to be covered, as well as styles, restoration of art and collecting art. This course is for students with an interest in art as well as some art background.

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

ATR–Athletic Training

171. Acute Care of Injury & Illness (3 sem. hrs.). This course is designed to teach the student the basic knowledge and skills utilized in athletic training. This includes the prevention and recognition of athletic injuries and conditions. Prerequisites: ATR, HHP, HSC, SPO majors/minors only, others by permission. Recommendations: basic understanding of human anatomy obtained through high school anatomy/biology coursework or one semester of college biology. (Spring and Fall)

180. Advanced Emergency Care (R) (2 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), and methods to prevent disease transmission for allied healthcare professionals. This course explores various

methods used to manage acute injuries and illnesses common to the physically active population including incorporating hands-on training in the implementation of emergency care techniques. Prerequisite: Athletic Training candidates and majors only. (Spring)

213. Anatomy for Orthopedic Assessment (N) (2 sem. hrs.). This course is designed to provide an introduction to the anatomy relevant to conducting an orthopedic assessment of a musculoskeletal injury. This course includes both lecture and practical laboratory applications. Prerequisite: ATR 171; one college-level Biology course. (Fall)

252. Taping, Bracing & Splinting Lab (1 sem. hr.). This laboratory course will teach student psychomotor skills involved with taping, bracing, splinting and other manual skills associated with the management of athletic injuries. Prerequisites: ATR 171, ATR 180 and entry into the athletic training program. (Fall)

269. Axial & Abdominal Evaluation & Diagnosis (2 sem. hrs.). This course is designed to teach the athletic training student the knowledge and clinical skills necessary for completing a musculoskeletal assessment for injuries and condition related to the axial skeleton and abdominal regions. Prerequisites: ATR 171, 180, and Admission into the ATEP. (Fall)

270. Clinical Proficiencies I (1 sem. hr.). This course is designed to teach the sophomore athletic training student the knowledge and application of clinical skills necessary for the development of proficiency in athletic training. Prerequisites: ATR 171, 180, and Admission into the ATEP. (Fall)

271. Clinical Proficiencies II (1 sem. hr.). This course is designed to teach the sophomore athletic training student the knowledge and application of clinical skills necessary for the continual development of proficiency in athletic training. Prerequisites: Admission into the Athletic Training Program and successful completion of ATR 270. (Spring)

345. Lower Extremity Orthopedic Examination & Diagnosis (2 sem. hrs.). This course is designed to teach the athletic training student the knowledge and clinical skills necessary for completing a musculoskeletal assessment for injuries to the lower extremity. Prerequisites: ATR 213 and 269. (Spring)

350. Upper Extremity Orthopedic Examination & Diagnosis (3 sem. hrs.). This course is designed to teach the athletic training student the knowledge and clinical skills necessary for completing a musculoskeletal assessment for injuries to the upper extremity. Prerequisites: ATR 213 and 269. (Fall)

370. Internship in Athletic Training (1-5 sem. hrs.). This course gives junior and senior athletic training majors an opportunity for academic-related work experience outside the usual university environment. The internship should enhance the student's intellectual development through the application of knowledge. This program cannot be totally observational. Prerequisites: ATR 171, 269, & 345, non-probationary standing in the ATEP, and approval by the Chair. A minimum cumulative grade-point average of 2.75 is required. An internship contract must be completed and on file in the Internship office before registration. This course may not be used for credit towards the hours required of the ATR major. (Maximum 6 hours)

371. Clinical Proficiencies III (1 sem. hr.). This course is designed to teach the junior athletic training student the knowledge and application of clinical skills necessary for the continual development of proficiency in athletic training. Prerequisites: Admission into the Athletic Training Program and successful completion of ATR 271. (Fall)

372. Clinical Proficiencies IV (1 sem. hr.). This course is designed to teach the junior athletic training student the knowledge and application of clinical skills necessary for the continual development of proficiency in athletic training. Prerequisites: Admission into the Athletic Training Program and successful completion of ATR 371. (Spring)

381. Therapeutic Interventions I (W) (4 sem. hrs.). Comprehensive examination of the theory and clinical application of therapeutic interventions including rehabilitation 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. Prerequisite: Admission into the Athletic Training Program and successful completion of ATR 345; COM 100; WRI 101. (Fall)

382. Therapeutic Interventions II (R)(W) (3 sem. hrs.). Comprehensive examination of the theory and clinical application of therapeutic interventions including rehabilitation and modality treatments for orthopedic patients during the remodeling phase of healing. AT students will critically evaluate and apply current research into clinical practice. Prerequisite: Admission into the Athletic Training Program and successful completion of ATR 381; COM 100; WRI 101. (Spring)

389. Principles of Strength & Conditioning (P) (2 sem. hrs.). This course is designed to expose the student to basic principles of exercise prescription and strength and conditioning. The student will learn how to design and carry out appropriate exercise prescriptions and exercise techniques (i.e., proper spotting, Olympic lifts, etc.), for various components of fitness for healthy individuals based on scientific principles. This course will also prepare the student for basic personal training certifications and provide a background for further growth in this area. Prerequisites: ATR 171, ATR 213. (Spring)

413, 414. Independent Study (1-3 sem. hrs.). Advanced study of a major medical condition, distinguished clinician, medical/health system, or health issue under the guidance of a departmental faculty member. Prerequisite: Permission of instructor. (Maximum 6 hours)

426. Special Topics in Athletic Training (1-3 sem. hrs.). The department offers a variety of mini-courses on special athletic training topics of interest to upper level students and staff. The topics concern areas not traditionally stressed in other department courses. In general, the courses will be offered in response to student demand and within the confines of faculty time. Prerequisites: Junior standing. (Spring and Fall)

470. Clinical Proficiencies V (1 sem. hr.). This course is designed to teach the senior athletic training student the knowledge and application of clinical skills necessary for the continual development of proficiency in athletic

training. Prerequisites: Admission into the Athletic Training Program and successful completion of ATR 372. (Fall)

471. Clinical Proficiencies VI (1 sem. hr.). This course is designed to teach the senior athletic training student the knowledge and application of clinical skills necessary for the continual development of proficiency in athletic training. Prerequisites: Admission into the Athletic Training Program and successful completion of ATR 470. (Spring)

475, 476. Athletic Training Department Honors (3 sem. hrs. each). Permission of Chair required. To be considered, students must have an overall GPA of 3.0 or higher and a GPA of 3.5 or higher within the ATR major and be in good standing within the Athletic Training Education Program. Students who complete an independent Honors Proposal, Honors Thesis with distinction as determined by vote of the department faculty, and who satisfactorily pass the departmentally instituted comprehensive examinations (practical and written), shall graduate with the distinction of “Honors in Athletic Training”.

BIO–Biology

110. Contemporary Biological Problems (N) (3 sem. hrs.). This course is designed for majors outside of Biology who require a basic background in biology. The course explores the many ways in which problems facing modern humans can be better understood and addressed through study of the biological sciences. Thus, the course is concerned with the basic biochemistry and cellular structure of all living organisms, genetics, anatomy and physiology of the body, disease, evolution, ecology and environmental issues. This course may not be used for credit towards the required for the biology major. Three lectures per week. Prerequisite: Enrollment in one of the following majors or minors: BIO (minor only), ATR, EDU (Middle Childhood–Science), ENS, HSC, HHP, PSY, Sport Management–Fitness; and Wellness. (Fall, Spring)

110L. Laboratory Studies in Contemporary Biology (L) (1 sem. hr.). This course is designed for majors outside of Biology who require a basic laboratory experience in Biology and compliments BIO 110, Contemporary Biological Problems. The weekly exercises allow students to more fully explore some of the important concepts discussed in the lecture, and provide them with firsthand experience of how biologists actually “do science.” The laboratory must be taken concurrently with BIO 110. It may not be used for credit towards the required for the Biology major. One 2-hour lab each week and an additional lab fee for this course. Prerequisite: Enrollment in one of the following majors or minors: BIO (minor only), ATR, EDU (Middle Childhood–Science), ENS, HSC, HHP, PSY, Sport Management–Fitness; and Wellness. (Fall, Spring)

115. Food, Medicine, and Drugs (N)(G) (3 sem. hrs.). Ethnobotany is the study of the use of plants by people. The subject includes the use of plants for food, fuel, beverages, medicine and ceremonial purposes by prehistoric cultures, the origins of agriculture from a hunter–gatherer culture, how different cultures use local plants, the uses of herbs and spices, modern foraging and modern economic botany. Students will learn through reading, library research, discussion and lab experiences. This course will not count in the Biology major. Prerequisite: MTH Placement MTH 115, or higher. (Spring)

123. Biology I (N) (3 sem. hrs.). First course of a two semester sequence required of majors. The course reviews the scientific method, introduces features of the unity of life (the cell, cell chemistry, genetics, respiration, and evolution), and discusses some characteristics of animal form. Lecture and laboratory components must be taken concurrently. (Fall)

123L. Biology I Laboratory (L) (1 sem. hr.). Laboratory component to accompany Biology I lecture. Lab meets two hours per week. Lecture and laboratory components must be taken concurrently. (Fall)

124. Biology II (4 sem. hrs.). Second course of a two semester sequence required of majors. The course reviews the diversity of life including systematics, viruses, bacteria, protists, fungi, invertebrate animals, with special emphasis on plant biology. Material from the first course is combined with the second in the study of ecology and environmental issues. Lecture and laboratory components must be taken concurrently and an additional lab fee for this course. Students with credit for BIO 114 will not also receive credit for 124. (Spring)

205. Biostatistics (Q) (3 sem. hrs.). This course examines the role of statistics in the design, conduct and interpretation of biological research. Beginning with descriptive and inferential statistics, it proceeds through one and two–sample hypothesis testing, analysis of variance, linear regression, correlation, goodness of fit and contingency table analyses. Special attention is directed to the proper use of statistical software in data exploration and analysis. The course does not count towards the Biology major or minor. Prerequisite: MTH 115 or 121, or placement into MTH 222 or above. (Spring)

213. Field Biology (4 sem. hrs.). Familiarizes the student with the diverse array of animals and plants living in natural areas of northern Ohio. Field trips to local forests, fields and streams, as well as lab studies, will acquaint students with some of the commonest flowers, trees, insects and vertebrates. Three 2-hour classes each week. Prerequisites: BIO 123 and 124. (Fall)

223. Genetics (R) (4 sem. hrs.). Study of the laws of heredity and some of their applications with special emphasis on transmission and molecular phenomena. Three lectures and one 3-hour lab each week. Prerequisite: BIO 123. (Fall)

224. Cell and Molecular Biology (R) (4 sem. hrs.). An in–depth study of the structural and functional nature of the cell based on its molecular make–up. Emphasis will be placed on both biological and molecular technology. Three lectures and one 3-hour laboratory each week. Prerequisite: BIO 223. (Spring)

235. Human Physiology (3 sem. hrs.). This course examines how the various systems of the human body function and builds upon biologic principles presented in first-year biology courses. Designed as a service course for non–majors, this course may not be used towards hours in the Biology or Environmental Sciences

majors. Prerequisite: One semester of college biology. (Spring)

311. Biology Seminar (R) (1 sem. hr.). Students will improve their written and oral communication by critiquing several recently published papers from the biological literature. Prerequisite: Biology major with Junior or Senior Standing; COM 100; WRI 101. (Fall and Spring)

312. Evolution (R)(W) (3 sem. hrs.). The process of evolution is defined and evidence from biology and paleontology for the reality of evolution is reviewed. The course next surveys the natural processes which scientists suggest can lead to evolutionary change in groups of organisms and concludes with the postulated evolutionary histories of several important groups, including humans. Three lectures per week. Prerequisites: BIO 123, 124 and 223. (Spring)

318. Human Medical Genetics (W) (3 sem. hrs.). An in–depth look at the role of chromosomes and genes in the etiology of human genetic diseases. Symptoms, treatments, psychological factors and possible screening methods will be presented. This course is suggested for people entering into graduate or professional programs in human health–related fields. Prerequisite: BIO 223; COM 100; WRI 101. Open to juniors and seniors only. (Spring of even–odd)

324. Water Pollution Biology (4 sem. hrs.). The biological effects of water pollution will be studied through lectures, experimentation, field sampling, laboratory analysis, and data interpretation. Students will employ up–to–date methods of stream biomonitoring and will be introduced to methods of toxicity testing. Two 75–minute lectures/discussions plus one 3–hour lab/field session per week. Prerequisite: ENS 323. (Spring of even–odd years)

325. Microbiology (W) (4 sem. hrs.). Introduction to general principles and techniques of the study of micro–organisms of air, water, foods and soils, and relationship of such organisms to health and disease in plants and animals. Three lectures and one 3-hour laboratory periods each week. Prerequisites: Two semesters of both college biology and college chemistry; COM 100; WRI 101. Open to juniors and seniors only. (Spring)

329. Cancer Genetics (W) (3 sem. hrs.). Study of somatic and inherited mutations that promote carcinogenesis, the development of genetic testing for cancer, and molecular targets for cancer therapy. Prerequisites: BIO 223; COM 100; WRI 101; Open to juniors and seniors only. (Spring of odd–even)

355. Ichthyology (3 sem. hrs.). This course provides an introduction to the broad field of fish biology. It develops important background for those interested in pursuing careers in fisheries biology, aquaculture, water quality assessment, ecology or vertebrate physiology. We review a number of the traditional concerns of ichthyology including fish taxonomy, anatomy, physiology and distribution, ecology and behavior. Special attention is given to field collection methods involving seining and electroshocking, and to identification of Ohio stream and lake fish species. Prerequisite: BIO 123. (Offered Occasionally)

363. Human Anatomy and Physiology I (4 sem. hrs.). First of a two–course sequence covering structure and function of the human body. Includes three hours of lecture and one three–hour lab per week. This course integrates micro and gross anatomy while examining how the human body functions from the cellular level, up through and focusing on the various systems including nervous, integumentary, muscular, and endocrine. Lab utilizes previously prosected cadavers and analysis of live subjects. Prerequisite: BIO 110 and 110L or 123 and 123L. Open to juniors and seniors. (Fall)

364. Human Anatomy and Physiology II (4 sem. hrs.). This course is a continuation of the sequence which begins with BIO 363 and covers the remaining physiological systems including cardiovascular, immune, respiratory, urinary, digestive, and reproductive. Cadavers and live subject models continue to enhance laboratory exploration. Prerequisite: BIO 363. (Spring)

365. Cat Dissection and Anatomy (1 sem. hr.). This course is a companion to BIO 364 for students who wish to qualify for BIO 403, Cadaver Prosection, for the following Fall. Students will develop dissection skills on preserved cats, and will be tested on cat anatomy. Students will assist in conducting tours of the Cadaver lab for local high school students and other interested parties. There is an additional lab fee for this course. Prerequisite: B– or higher in BIO 363. Co–requisite: BIO 364. (Spring)

370. Biology Internship (1–15 sem. hrs.). This course gives junior and senior biology majors an opportunity for academic–related work experience outside the usual university environment. The internship should enhance the student’s intellectual development through the application of knowledge. This program cannot be totally observational. Prerequisites: BIO 123, 124 and at least one 4–hour upper level course. A minimum cumulative grade–point average of 2.5 is required. An internship contract must be completed and on file in the Internship office before registration. This course may not be used for credit towards the 40 hours required of the biology major. (Fall and Spring)

375. Caribbean Biogeography (1 sem. hr.). Field excursion to Belize, Central America or other suitable area during the spring vacation period. Field investigations include (as appropriate) coral reefs, mangroves, estuary systems, and physical geography. There is an additional fee for this course. (Spring of odd–even years)

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

403. Cadaver Prosection (2 sem. hr.). Anterior or posterior aspect of a cadaver will be prosected by students. Purpose is to gain additional dissecting skill and a more thorough understanding of human anatomy via a

regional approach to study. One 3-hour laboratory per week. Prerequisite: B- or higher in BIO 363, 364 and 365. (Fall)

415. Animal Behavior (R)(W) (3 sem. hrs.). Takes an evolutionary approach in examining the immense diversity of animal behavior for insights into the lives of animals. The course highlights procedures biologists have developed for observing and interpreting behavior in animals, and provides students the opportunity to apply these scientific methods in conducting their own original research into a problem in animal behavior. Prerequisites: BIO 213 and a statistics course, or permission of instructor; COM 100; WRI 101. Open to juniors and seniors only. (Spring of odd-even)

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

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

BAE-Business Administration

101. Introduction to Business Administration (S) (3 sem. hrs.). A survey of practices and terminology in American Business. Specific topics covered include organization, management, marketing, accounting, finance and the regulatory environment. Credit for this course is not applicable to majors in the School of Business. (Fall, Spring)

202. Innovation and Creativity (R)(W)(S) (3 sem. hr.). Innovation and creativity are key drivers of success for businesses and other organizations. Innovation and creativity transform how we live and work and improve productivity and our quality of life. This course explores how successful companies and individuals innovate and find creative solutions in order to achieve sustainable competitive advantages. This course is not lecture-based. Students work individually and as part of a team to discover theories, best practices, case studies, and leaders engaged in highly creative and innovative work. This course will also explore the adoption and impact of new technologies, with special attention to new developments in electronics, such as personal computing, digital content creation, mobile devices, the internet, and social media. (Spring)

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

290. Special Topics in Business (1-3 sem. hrs). Study of selected topics and issues related to business not normally covered in regular course offerings. This course may be repeated with a different subtitle.

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

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

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

328. International Business (W)(G) (3 sem. hrs.). Provides students with an understanding of the global business environment (Economic, Cultural, Legal, Political), including: international monetary system, international trade policies and institutions, world trade and investment processes, multinational corporate strategy, and international management and culture. Prerequisite: Junior or Senior standing. This course cannot be taken if credit was earned in COR 300: International Business.

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

368. Research Methods (3 sem. hrs.). This course will help students to understand and practice the business research process and its role within the organization; integrate theory and research; improve their ability to find and intelligently use information; practice using statistical quantitative tools. Students will learn multiple types of research methodologies (qualitative research, secondary research, competitive intelligence, primary quantitative data collection methods) and when each is appropriately used for insights and decision-making. Prerequisites: FIN 301 or MGT 300 or MKT 302; MTH 115, 210.

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

instructor and Junior standing. (Fall and Spring)

456. Senior Seminar in Business (1 to 3 sem. hrs.). Seminar meets to hear visiting business leaders, study and evaluate interviewing, job selection and professional advancement. Optional second hour includes a competitive business simulation, in which students make management decisions and are evaluated in terms of their market effectiveness. Prerequisite: Senior standing.

CHI-Chinese

101-102. Elementary Chinese (3 sem. hrs.). These courses introduce students to the fundamentals of Chinese language and culture. CHI 101 is for students with no previous training in Chinese. CHI 102 is for students who have completed CHI 101 or one to two years of Chinese in high school.

240. Guided Study (1-3 sem. hrs.). An opportunity for students to improve proficiency by independent study or tutorial arrangements. Prerequisites: CHI 102 or placement, and permission of faculty.

CHM-Chemistry

103. Fundamentals of Chemistry (N) (3 sem. hrs.). A study of basic chemical principles and how chemistry relates to topics of current interest, such as energy and environmental matters. This course is designed specifically for non-science majors and will not count toward the Chemistry major or minor. No previous chemistry is necessary. Optional 2 hour lab portion of this course is CHM 103L.

103L. Laboratory Studies in Fundamentals of Chemistry (L) (1 sem. hr.). This course is designed for non-majors as the lab complement to CHM 103, Fundamentals of Chemistry. This lab course meets weekly for two hours and has additional lab fees. Students will explore some of the concepts discussed in lecture and will gain hands-on chemistry laboratory experience. This lab course can only be taken concurrently with CHM 103. One two-hour lab per week.

105. Introduction to Forensic Chemistry (N)(L) (4 sem. hrs.). A survey of the field of Forensic Chemistry - the application of chemistry to the law. Topics include a discussion of forensic science careers and their relationship to the legal system. Additionally crime scene collection and analysis of physical, biological, and chemical evidence will be discussed. Students will explore some of the concepts discussed in lecture and will gain hands-on laboratory experience related to forensic science. Three recitation hours and one two hour lab period per week and has additional lab fees. (Spring)

111. General Chemistry I (N)(L) (4 sem. hrs.). Study of atomic structure, stoichiometry, gases, thermochemistry, periodicity, bonding, liquids and solids. Three recitations and one 3-hour laboratory period per week. Prerequisites: Placement into MTH 121 or C- or better in MTH 115. (Fall)

112. General Chemistry II (4 sem. hrs.). Study of solutions, equilibrium systems (acid-base, solubility), thermodynamics, electrochemistry, kinetics and the nucleus. Prerequisite: Passing grade in CHM 111. Three recitations and one 3-hour laboratory period per week and has additional lab fees. (Spring)

201. Organic Chemistry I (4 sem. hrs.). Organic chemistry is the study of compounds bearing carbon atoms, including reactions and methods of identification. This course will include methods for describing organic compounds and their features (known as functional groups), reactions of organic compounds such as those containing alkane, alkene, alkyne, and alkyl halide functionalities, and spectroscopic means of identifying organic compounds (including IR and NMR). Prerequisites: C- or higher in CHM 111 and 112. Three recitations and one 3-hour lab per week. (Fall)

202. Organic Chemistry II (W) (4 sem. hrs.). This course will focus on naming and understanding the reactions and properties of organic molecules bearing functionalities not covered in CHM 201. These include: conjugated alkenes, aromatic rings, alcohols, ethers, carbonyl compounds, nitriles, and amines. Prerequisites: C- or higher in CHM 201. Three recitations and one 3-hour lab per week and has additional lab fees. (Spring)

205. Environmental Chemistry (4 sem. hrs.). Students will study the chemistry of the air, water, and soil. The reactions, movements, and fates of anthropogenic and naturally occurring compounds will be investigated. Students will use contemporary sampling and analytical techniques to examine matrices such as surface water, groundwater, and sediment samples. In addition, students will employ appropriate documentation and quality control procedures, interpret data and learn to communicate water quality data. There is an additional lab fee. Prerequisites: CHM 111 and CHM 112. (Spring even-odd years) Students with credit for ENS 205 will not also receive credit for CHM 205.

305. Quantitative Analysis (W) (5 sem. hrs.). Study of both theoretical and practical aspects of quantitative chemical analysis, including classical and modern methods. Theoretical emphasis is on treatment of data, acid-base, solubility, oxidation-reduction, and complex ion equilibria, electrochemistry and spectrophotometry. Laboratory work includes quantitative gravimetric, volumetric, and instrumental analysis. Prerequisites: C- or better in CHM 111 and 112. Three recitations and two 3-hour laboratory periods per week. (Fall)

307. Physical Chemistry: Thermodynamics and Kinetics (4 sem. hrs.). Study of the principles of chemistry used to explain and interpret observations on the physical and chemical properties of matter. Topics include thermodynamics, chemical equilibria, and kinetics. Prerequisites: CHM 111, 112, 201 and 202; PHY 101 and 102 (C- or better); MTH 222 and 223 (C- or better). Three recitations and one 3-hour laboratory period per week. (Fall odd-even years)

311. Inorganic Chemistry I (4 sem. hrs.). A study of the chemistry of inorganic compounds focusing on the properties of selected interesting, important, and unusual elements and compounds. To promote understanding, underlying chemical principles will be utilized to provide explanations for the existence and behavior of those compounds. The three hour weekly lab will explore the preparation and characterization of

select inorganic compounds. There is an additional lab fee. Prerequisite: C- or better in CHM 112. (Spring even-odd years)

316. Biochemistry (3 sem. hrs.). Study of principal types of biochemical compounds, nature of reactions taking place in plant and animal tissue and functions of enzymes, carbohydrates, lipids and nucleotides in the metabolic control of these processes. Prerequisites: C- or better in CHM 201 and CHM 202, or a minimum grade of B- in CHM 201; C- or better BIO 123, 123L. Corequisite: CHM 316L. Three recitations per week. (Fall)

316L. Laboratory Studies in Biochemistry (1 sem. hr.). This course will reinforce concepts learned in CHM 316 by providing hands-on experience in biochemical techniques used in the laboratory setting. One four-hour lab per week. Prerequisite: C- or better in CHM 201 and CHM 202, or a minimum grade of B- in CHM 201; C- or better BIO 123, 123L. Corequisite: CHM 415. (Fall)

370. Internship (1 to 15 sem. hrs.). Qualified students may receive credit for off-campus experience in an industrial, government or academic laboratory. Departmental approval is required. (Offered occasionally)

404. Instrumental Analysis (4 sem. hrs.). Study of the theory and applications of instrumental methods of chemical analysis. Emphasis is on (1) Spectroscopy (UV, Visible, IR Raman, NMR, AA, Emission, mass), (2) Electrochemistry (electrolysis, potentiometry, voltammetry, coulometry) and (3) Chromatography (GC, HPLS). Laboratory work involves solving analytical problems using instrumental techniques. Two recitations and two 3-hour laboratory periods per week and has additional lab fees. Prerequisite: C- or better in CHM 305. (Spring odd-even years)

407. Physical Chemistry: Quantum Mechanics (3 sem. hrs.). Study of the principles of chemistry used to explain and interpret observations on the physical and chemical properties of matter. Topics include quantum theory and its application to atomic and molecular structure, spectroscopy, and molecular interactions. Optional 3 hour lab portion of this course is CHM 407L Prerequisite: CHM 307, or permission of instructor. Three recitations per week and has additional lab fees. (Spring odd-even years)

407L. Advanced Laboratory in Physical Chemistry (1 sem. hr.). This course is the lab complement to CHM 407, Physical Chemistry: Quantum Chemistry. Students will explore some of the topics covered in the lectures. One three-hour lab per week. Corequisite: CHM 407. (Spring odd-even years)

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

411. Inorganic Chemistry (3 sem. hrs.). Advanced course dealing with structure, bonding and reactions of inorganic compounds with special emphasis on coordination chemistry. Laboratory work devoted to inorganic preparations, reactions and characterization of products. Prerequisite: Permission of the instructor. Three recitations per week. Optional 3 hour lab portion of this course is CHM 412. (Fall odd-even years)

412. Advanced Laboratory Studies in Inorganic Chemistry (1 sem. hr.). This course is the lab complement to CHM 411, Inorganic Chemistry. This lab course meets weekly for three hours. Students will explore some of the topics covered in inorganic lectures. Corequisite: CHM 411. One three-hour lab per week. (Fall odd-even years)

413, 414. Advanced Topics in Chemistry (1-3 sem. hrs.). Selected advanced topics of current interest in analytical, biochemistry, inorganic, organic or physical chemistry. Emphasis on current chemical literature as a source of information. Prerequisites: Permission of the instructor. (Offered occasionally)

416. Biochemistry of Metabolism (3 sem. hrs.). Biochemistry with an emphasis on metabolism including the chemical reactions of glycolysis, the citric acid cycle, lipid and amino acid synthesis and degradation, and nucleic acid metabolism. Optional 4 hour lab portion of this course is CHM 416L. Prerequisites: CHM 316. (Spring even-odd years)

416L. Advanced Laboratory Studies in Biochemistry (1 sem. hr.). This course will build upon laboratory techniques learned in CHM 316L and reinforce concepts presented in CHM 416. One four-hour lab per week and has additional lab fees. Corequisite CHM 416. Prerequisites: CHM 316, 316L. (Spring even-odd years)

422. Seminar (1 sem. hr.). A series of planned discussions in which advanced students, under the guidance of staff members, (1) review chemical research literature on student-selected topics, and (2) make oral presentations of their findings. Prerequisite: Chemistry major and senior status; COM 100; WRI 101. Satisfies capstone requirement. (Fall)

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

COM-Communication

100. Public Speaking and Engagement (3 sem. hrs.). Introduction to theory and practice of effective public speaking, focusing on the role of public address in engaged citizenship and community improvement. (Fall and Spring)

101. Explorations in Communication (R)(W)(H) (1 sem. hr.) Introduction to the field of communication,

including definitions and models of communication, role of communication in personal and professional settings, breadth of the field, research, and career opportunities. Students with credit for COM 210 will not also receive credit for 101. (Fall)

201. Critical Thinking and Argumentation (R)(W) (2 sem. hrs.). Study of critical thinking, reading, writing, and communication skills necessary to develop and present effective arguments. Students with credit for COM 250 will not also receive credit for 201. (Fall)

204. Group Communication and Leadership (S) (3 sem. hrs.) Study of the theories, processes, and skills of effective group problem solving, focusing on the role of leadership in facilitating brainstorming and decision making as well as in managing conflicts. Students with credit for COM 104 will not also receive credit for 204. (Spring of odd-even years)

209. Visual Communication (F) (3 sem. hrs.) Examination and creation of stories told through still and moving images, including graphic design, photography, cinematography, and online texts. Includes portfolio component. Students with credit for MED 211 will not also receive credit for COM 209. (Spring)

245. Interpersonal Communication (3 sem. hrs.). Examination of the impact of communication on self-identity and personal, social, and professional relationships, emphasizing the factors that affect communication and techniques to improve skills. (Spring)

311. Organizational Communication (3 sem. hrs.). Study of the approaches and challenges related to communication within organizations, including structural and technological changes, conflict resolution, collective identity, and the diverse/global workplace. Prerequisite: COM 204. (Spring of even-odd years)

312. Advanced Interpersonal Communication: Family (3 sem. hrs.). Examination of communication in a variety of family systems, focusing on family types, creation of meaning, conflict, decision-making, and communication behavior that enhances family living. Students with credit for COM 254 will not also receive credit for 312. Prerequisite: COM 245. (Fall on rotating basis)

313. Advanced Interpersonal Communication: Gender (3 sem. hrs.). Study of the role of gender within various communication contexts, including friendships, romantic relationships, the workplace, and educational settings. Students with credit for COM 247 will not also receive credit for 313. Prerequisite: COM 245. (Fall on rotating basis)

314. Advanced Interpersonal Communication: Intercultural (G) (3 sem. hrs.). Study of the contexts, values, and other variables that affect communication between cultures and microcultures. Students with credit for COM 246 will not also receive credit for 314. Prerequisite: COM 245. (Fall on rotating basis)

315. Advanced Interpersonal Communication: Online (3 sem. hrs.). Examination of such concepts as community, sharing, following, and trending as they relate to online communication, with a focus on major social media platforms. Prerequisite: COM 245. (Fall on rotating basis)

345. Selected Topics (1-3 sem. hrs.). Study of selected topics in communication. (Offered occasionally)

350. Persuasion (3 sem. hrs.). Examination of the theories, techniques, and ethics of social influence, focusing on the analysis, development, and presentation of advertising and public relations campaigns. Prerequisites: COM 100; WRI 101; COM 201. (Spring)

369. Practicum. On-campus practical communication experience to be chosen from one or both of COM 369A or 369B. May be repeated for a combined total of no more than 6 sem.hrs.

369A. Speech Team Practicum (1 to 3 sem. hrs.). Contribute to the Speech Team (Heidelberg Forensics); contributions could include participating as a Speech Team member and/or assisting the Director of Forensics. Arranged with the Director of Forensics. (Fall and Spring)

369B. Self-Designed Communication Practicum (1 to 3 sem. hrs.). Student-proposed on-campus practical communication experience. Arranged with a designated faculty member in the Department of Communication and Media. (Fall and Spring)

370. Internship (1 to 15 sem. hrs.). Off-campus practical communication experience. May be repeated for a total of no more than 15 sem. hrs. Prerequisite: Departmental permission. (Fall and Spring)

408. Rhetoric and Public Discourse (3 sem. hrs.). Study and practice of public communication, including delivery of speeches with a focus on advocacy for personal, political, or organizational goals and critical analysis of the presentation of controversial social issues via speeches and media coverage. This course meets the Senior Capstone Experience. Students with credit for COM 351 will not also receive credit for 408. Prerequisite: COM 350. (Fall)

451, 452. Independent Study (1-3 sem. hrs.). Individual research under the direct supervision of a departmental faculty member. Opportunity for advanced work in any of the communication areas of special interest to the student. Prerequisite: Permission of the instructor. (Fall and Spring)

CPS-Computer Science

100. Introduction to Computers (3 sem. hrs.). An introduction to computers and computer information systems. A survey of the nature and use of computer software, computer hardware, and computer networks. Emphasis is on the development of computer literacy through an exploration of computer systems, computer applications, and the social and societal issues that arise with the widespread use of computers. Does not satisfy the 2001 Natural Sciences requirement. (Fall and Spring)

150. Fundamentals of Computer Science (N)(L) (4 sem. hrs.). Breadth-first introduction to computer science. Data representation, algorithmic problem solving, basic concepts in hardware, operating systems, networking,

graphics, artificial intelligence, and an introduction to the limitations of computing. Exercises include simulation, introductory programming in the Internet environment, and the development and comparison of algorithms. Laboratories emphasize the use of computers for modeling complex phenomena or for analyzing data, and the use of programs for solving interdisciplinary problems. Provides computer science and computer information systems majors with a solid foundation for further study and offers non-majors a broad introduction to the scientific techniques of the discipline. Three recitations and one 2-hour laboratory period per week. Prerequisite: Placement into, completion of, or concurrent enrollment in a 100-level or higher mathematics class. (Fall)

201. Computer Programming I (3 sem. hrs.). Introduction to problem-solving methods and algorithm development; design, coding and documentation of programs in an object-oriented high-level programming language. Prerequisite: CPS 150. (Spring)

202. Computer Programming II (3 sem. hrs.). A continuation of CPS 201. The development of a disciplined approach to the design, coding and testing of computer programs. A study of object-oriented design. Topics include arrays, strings, pointers, and recursion. Prerequisite: CPS 201. (Fall)

215. Business Programming (3 sem. hrs.). The techniques and algorithms used in a business environment are studied. Structured design is emphasized and programs typical of business applications are developed and written using a suitable language and tools. Prerequisite: CPS 201. (Offered Occasionally)

301. Computer Organization (3 sem. hrs.). An introduction to the organization and structure of the major hardware components of computers; fundamentals of logic design; coding, number representation and arithmetic and simple computer architecture. Prerequisite: CPS 201. (Spring of odd-even years)

302. Operating Systems (3 sem. hrs.). Computer architecture, instruction sets, memory management, device management, information management, systems structure, and performance evaluation. Prerequisite: CPS 201. (Fall of even-odd years)

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

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

314. Database Management (3 sem. hrs.). An introduction to data bases which focuses on the various uses of database management systems as well as the design, development and administration of such databases. Databases in a microcomputer environment will be emphasized. Prerequisite: CPS 201. (Fall of odd-even years)

316. Spreadsheet Modeling (3 sem. hrs.). Intermediate and advanced spreadsheet modeling using current spreadsheet software. Students will develop spreadsheet models that aid research and provide decision support within an organization. Included are such topics as the design and management of worksheets and templates, statistical, financial, database, and spreadsheet manipulation functions, dynamic Web publishing, and basic spreadsheet programming. Prerequisite: CPS 150 or MTH 115, or higher. (Spring of odd-even years)

325. Data Communications and Networking (3 sem. hrs.). The principles of data communications equipment, device protocols, data transmission formats and representation techniques. Network topologies, design and configuration. Network performance issues and enhancement techniques. LANs, WANs, and internet working issues. The protocols and workings of the global Internet. Issues facing network administrators. Prerequisite: CPS 150. (Fall of odd-even years)

330. Web Application Development (3 sem. hrs.). Models for application development in the Internet environment. Examination of key Internet protocols and programming tools. Emphasis is on the techniques for development of web content and Internet-based applications, including e-commerce and integration with backend data sources. Session and exchange management. Program security. Prerequisites: CPS 202 or CPS 314, and CPS 325. (Spring of odd-even years)

340. System and Network Administration (3 sem. hrs.). An introduction to the techniques of system and network administration, including systems and server configuration, network capacity planning and management, and the use of administrative tools and scripting languages. Information systems security issues. Professional and ethical responsibilities of the IT manager. Prerequisites: CPS 201 and CPS 325. (Spring of even-odd years)

342. Systems Development (3 sem. hrs.). An introduction to the systems lifecycle and methods of system requirements analysis, specification, and design. Computer-aided project management techniques will be explored. Students will use practical and accepted methods for the analysis and design of computer-based solutions to organizational problems. Prerequisites: CPS 201; COM 100; WRI 101. Open to Juniors and Seniors. This course replaces CPS 341 and 343. Students who have already taken CPS 341 and/or 343 are not eligible for this course. (Fall of even-odd years)

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

370. Internship (1-6 sem. hrs.). Departmental permission required.

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

490. Capstone Topics in Computing (1 sem. hr.). This course provides a summary experience for the major on a topic in computing of special significance. The course will feature critical examination of the topic through such means as consideration of career implications, guest presentations, discussion of ethical ramifications, and a comprehensive project. Prerequisite: Computer Science or Computer Information Systems major and senior standing; COM 100; WRI 101. (Spring)

CRM-Criminology

151. Introduction to Criminal Justice (3 sem. hrs.). The study of the American criminal justice system with an emphasis on Constitutional issues informing police and court practices and procedures and the underlying rationale for fair and impartial treatment of citizens in a democratic society. Students with CJS 151 credit will not also receive credit for this course. Students with CJS 151 credit will not also receive credit for this course.

210. Research Methods (4 sem. hrs.). Introduction to experimental techniques and research tools and the statistical procedures used to analyze the data obtained through these methods. Students learn how to become better consumers of social scientific research and how to produce research. Lecture and laboratory components must be taken concurrently. Double majors in CRM and PSY should take the PSY 201, 202 sequence. Prerequisites: CRM 151, PSY 101 (Fall)

220. Policing and Law Enforcement (3 sem. hrs.). An in-depth examination of the institution of policing and law enforcement throughout history to the present day. Emphasis on social, political, legal, and technological forces shaping the profession. Discussion of the challenges of policing a democratic and diverse society, police discretion and behavior, the effectiveness of particular police interventions, and police reform and accountability. (Fall of even/odd)

221. Corrections (3 sem. hrs.). An exploration of corrections theories and application of said theory to current problems in criminal justice. A review of the history of the U.S. correction system, and an overview of the current state of affairs – including, but not limited to, privatization, rehabilitation, and recidivism. (Spring of odd/even)

333. Psychology and Law (3 sem. hrs.). An introduction to some of the ways that psychological research, theory, and practice is applied to the legal system and issues of law. Students with credit in a Special Topic for Psychology and Law are not eligible to take this course. Prerequisites: CRM 151, PSY 101 (Fall odd/even)

357. Victimology (3 sem. hrs.). A review of historical and current theories of criminal victimization and other forms of human rights violations, including causes and consequences. An examination of the relationships between victims and offenders, the criminal justice system and other social institutions, e.g., media, business, social groups and movements. Students with credit in a Special Topic for Victimology are not eligible to take this course. Prerequisites: CRM 151 (Spring odd/even)

362. Juvenile Justice (3 sem. hrs.). A review of the history and philosophy of juvenile justice in the United States and the impact of social reform on the juvenile justice system. An overview of the legal framework in which the juvenile justice system operates will highlight the difference between the adult and juvenile justice systems. Theories of social structures, processes, and reactions will be discussed, along with the influence of the family, media, peers, socioeconomic status, drugs, gang affiliation, and schools. Students with credit in a Special Topic for Juvenile Justice are not eligible to take this course. Prerequisites: CRM 151; either CRM 220 or CRM 221 (Spring even/odd)

370. Internship in Criminology (1-15 sem. hrs.). Students majoring in Criminology must successfully complete an internship of at least three hours and not more than 15 hours. Open to seniors and juniors by permission of the Department Chair. Students with credit in CJS 370 may only earn up to 15 semester hours in internship.

371. Independent Research Project (1-3 sem. hrs.). Students are invited to complete an independent research project, under the supervision of a member of the Criminology faculty, and present their research findings at an appropriate opportunity (Student Research Conference or at a professional conference). Prerequisites: WRI 101, COM 100, CRM 151, CRM 210, SOC 310 strongly recommended.

372. Study Abroad (3 sem. hrs.). Students are invited to pursue a course of study that includes Criminology, and write a paper to be presented at an appropriate opportunity (Student Research Conference or at a professional conference). Prerequisites: WRI 101, COM 100, CJS 151.

380. Topics in Criminal Justice (1-4 sem. hrs.). Topics of interest and relevance to students majoring in Criminology. This course may be repeated when taken as a different topic. Students with CJS Special Topics and same title cannot also receive credit for the same topic.

401-402. Independent Study (1 to 4 sem. hrs.). Prerequisites: CRM 151. Semester or entire year. Admission with consent of supervising professor. (Fall and Spring)

475-476. Departmental Honors (3 sem. hrs.). Commensurate with the Department's goal of providing opportunities for in-depth criminological study, Criminology majors are encouraged to earn the graduation citation "Honors in Criminology" through the Department of Criminology honors program.

Students who complete an independent honors thesis with distinction, as determined by vote of the department, and who satisfactorily pass a departmentally instituted comprehensive examination, shall graduate with the distinction of Honors in Criminology. (Fall and Spring)

1. Requirements for admission to Departmental Honors program:

- A student must be admitted no later than the end of the second semester of the junior year. (Contact Department Chair for application information.) In addition, the following criteria must be met for admission to the program:
- An overall GPA of 3.0 or higher.
- A GPA in Criminology courses of 3.4 or higher.
- Successful application into the department honors program, which includes a clearly

2. Requirements for graduation with Honors in Criminology: Honors students must meet all Requirements for Admission, described above. In addition the student must complete CRM 475 and CRM 476, which includes the completion of an Honors Proposal, an Honors Thesis, and passage of a comprehensive exam.

The final GPA in Criminology courses must be 3.4 or higher.

491. Senior Seminar (3 sem. hrs.). The Senior Seminar in Criminology examines the interaction between criminogenic theory and practice highlighting systematic successes and failings. Students will research and present on selected functions, organizations, issues, and opportunities within that wide range. This course will serve as the Capstone for students majoring in Criminology and is open to juniors and seniors majoring in Criminology. Students with CJS 491 credit cannot also receive credit for this course. Prerequisites: COM 100; ENG 101; CRM 151; SOC 100. (Spring).

ECO–Economics

102. Principles of Economics (S)(R) (3 sem. hrs.). An introduction to micro and macro economic concepts and tools of economic analysis for application of economic theory in contemporary business. PREREQUISITES: Course is open to all students except it is not applicable to meet the major requirements in Accounting, Business Administration, and Economics. Course is not open to students with previous credit in either ECO 251 or ECO 252. (Fall and Spring)

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

252. Principles of Macroeconomics (S) (3 sem. hrs.). Analysis of economic performance as it affects levels of unemployment and inflation. Emphasis on economic policy activities of the federal government and the Federal Reserve System. Prerequisite: Sophomore standing. (Fall and Spring)

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

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

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

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

352. International Economics (G)(W) (3 sem. hrs.). Introduction to the theories of international trade, the functions of international monetary systems and current international economic issues. Emphasis on a practical understanding of the dynamics of international trade. Prerequisites: ECO 251 and 252 and Junior standing.

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

361. Intermediate Microeconomic Theory (W) (3 sem. hrs.). The economics of price theory, including consumer choice, demand, supply, costs of production, resource allocation, competition and the concept of market power. Prerequisites: ECO 251 and 252 and Junior standing; COM 100; WRI 101.

362. Intermediate Macroeconomic Theory (R) (3 sem. hrs.). The economic analysis of the overall performance of the economy, including national income accounting, income determination models, fiscal and monetary policies and economic growth. Prerequisites: ECO 251 and 252 and Junior standing; COM 100; WRI 101.

364. Economic Development (3 sem. hrs.). Analysis of the economics of countries with low per-capita income and of positive and negative factors bearing on their development. Impact of saving, investment, foreign trade, as well as of population, technology, social and political modernization, will be analyzed.

Prerequisite: One course in economics and Junior standing or permission of the instructor.

370. Internship (1–15 sem. hrs.). Prerequisite: Permission of instructor and Junior standing.

451. Economics Seminar (3 sem. hrs.). Detailed investigation of one or two topics through application of economic principles previously studied. Extensive student participation through discussion and oral and written reports. Open to senior Economics majors only. This course meets all the requirements for the senior capstone experience. Prerequisites: ECO 361 and 362 and Senior standing; COM 100; WRI 101.

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

EDU–Education

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

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

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

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

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

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

217. Children's Literature (R)(W) (3 sem. hrs.). This course is an introduction to the study of literature for children. Emphasis will be placed on analyzing picture books, early readers, middle grade novels, young adult literature, and early adult literature for their aesthetic and literary qualities. Both critical and creative response to children's literature will be explored. Prerequisite: WRI 101. (Spring, even-odd years)

218. Adolescent Literature (R)(H) (3 sem. hrs.). Emphasis on literature written for adolescents, including a study of and reading from the various genres, how to use literature in the middle and secondary school classroom, how to read for a variety of purposes, reading aloud to students, SSR, reader response theory, censorship, literary elements, evaluating adolescent literature for quality and relevance, choosing a canon of literature and the transactional nature of reading literature. Unit and lesson planning will be required. The Internet will be used to research authors, find and contrast works of literary criticism and locate books for thematic units. Students will be required to read prose and poetry by a wide variety of American and non-American authors. Prerequisite: 2.75 GPA, and C- or higher in PSY 101 and EDU 220. (Fall, odd-even years)

220. Principles of Teaching (3 sem. hrs.). The course is designed to help students gain an overview of the effective principles of good teaching as seen through the academic literature and practices of teachers. Candidates will consider the strategies that are available to students to help create a motivated, positive climate for learning. There is a strong emphasis on active, authentic and constructivist planning and learning. There is a fee for Task Stream. Prerequisite: 2.75 GPA, C- or higher in PSY 101, EDU 200 and accompanying seminar if required (201 for ERL, 207 for Middle, or 208 for AYA. No seminar required for Multi-Age). Co-requisite: 225 (Early), EDU 227 (Middle), 228 (AYA) or 229 (Multi-Age). (Fall and Spring)

225. Introduction to Early Childhood Education – Philosophies and Practices (3 sem. hrs.). A course designed to introduce the history, context and current trends in Early Childhood Education/Early Childhood Special

Education including the issues of ‘best practice’ as they relate to working with young children with and without disabilities in a variety of settings. Focus also on the perspectives, characteristics and attitudes necessary for students to become effective early childhood professionals. Course will include examination of the NAEYC Code of Ethics; students will be encouraged to become members of NAEYC as part of their professional development. Use of Internet resources to examine current topics in ECE will be an integral component of the course. Field observation in inclusive public and community preschool and K-3 settings will be conducted throughout the semester to enable students to witness and discuss teaching practices and philosophies in ECE. There is an additional fee with this course. Prerequisite: 2.75 GPA and C- or higher in PSY 101, EDU 200, 201. Co-requisite: EDU 220. (Fall and Spring)

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

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

229. Principles of Teaching Seminar: Multi-Age (W)(S) (1 sem. hr.). This course builds on EDU 220 giving special emphasis to the Multi-Age student. Students will be expected to consider the essential principles of teaching as outlined in the research literature. Emphasis will be given to creating a positive classroom climate through the exploration of appropriate teaching strategies and classroom management techniques. A field experience is required. There is an additional fee with this course. Prerequisite: 2.75 GPA, C- or higher in PSY 101, EDU 200. Co-requisite: EDU 220. (Spring)

230. Foundations of Reading (3 sem. hrs.). An introduction to the theories/models of the process of reading, stages of reading development, the development of literacy, word identification strategies, comprehension theory and instructional strategies, text structure, the reading/writing connection, the role of literature in the classroom, assessment, material selection, organizing and managing reading programs, accommodating needs in multicultural and multability classrooms. Examination of appropriate software to enhance and reinforce reading skills and use of the Internet for literature and content/curriculum resources is included. Required field experience in which students implement instructional strategies learned in class and present quality children’s literature in settings appropriate for licensure area. There is an additional fee with this course. Prerequisite: 2.75 GPA, C- or higher in PSY 101 and EDU 220, 225 (Early Childhood); EDU 220, 227 (Middle Childhood). Co-requisite: EIS 285. (Fall and Spring)

297. Collaboration in Schools (3 sem. hrs.). This course stresses the importance and benefits of positive interactions with students, parents, school, and community. Methods of encouraging and assisting families to be active participants in the educational team will be addressed. Emphasis is placed on integrating students into various learning environments by using collaborative strategies such as team teaching and peer tutoring. Special attention will also be given to how the paraprofessional collaborates with the teacher and with other school personnel. This course is open ONLY to students seeking the Paraprofessional Licensure through Tiffin University (or by department chair approval). It will not count as a substitute for EIS 468 for any Heidelberg University licensure candidates. Offered as needed. Prerequisites: GPA 3.0, C- or better in PSY 101, EDU 220, EIS 265.

321. Language/Literacy Development in Early Childhood (W) (2 sem. hrs.). This course will address the current models and theories for teaching literacy in early childhood education, the best practices for effective literacy growth, available assessment tools and techniques. Emphasis will be on materials and teaching strategies for implementing early reading and writing instruction related to the Common Core State Standards. Students will also become familiar with and learn to evaluate the appropriateness of different software for the development of reading/written language skills for young children. Field experience required. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 225, 230; EIS 265, 285. Co-requisite: EDU 322, 323. (Fall and Spring)

322. Math Experiences in Early Childhood (2 sem. hrs.). This course will address the development of mathematical understanding in young children, with emphasis on developmentally appropriate curriculum models, assessment practices, methods, materials, and technology to support their learning. Students will learn to use and evaluate software to enhance and reinforce math skills and understanding. Focus is upon methods encouraging student participation through use of various hands-on materials and upon lesson planning (short and long-range) as it relates to assessed student needs, to the Common Core State Standards, and the Ohio Model Curriculum. Field experience required. There is an additional fee with this course. Prerequisites: 3.0 GPA; C- or higher in PSY 101, EDU 225, 230; EIS 265, 285. Co-requisite: EDU 321, 323. (Spring)

323. Science Experiences in Early Childhood (2 sem. hrs.). This course will address the development of scientific understanding in young children, with emphasis on developmentally appropriate curriculum models, assessment practices, methods, materials, and technology to support their learning. Students will

learn to use and evaluate software to enhance and reinforce science skills and understanding. Focus is upon methods encouraging student participation through use of various hands-on materials and upon lesson planning (short and long-range) as it relates to assessed student needs, to the Common Core State Standards, and the Ohio Model Curriculum. Field experience required. Prerequisites: 3.0 GPA; C- or higher in PSY 101, EDU 225, 230; EIS 265, 285. Co-requisite: EDU 321, 322. (Spring)

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

344. Reading to Learn/Content Areas—Early Childhood (3 sem. hrs.) Emphasis on helping students process and learn from content materials, including understanding text structure, general and specific vocabulary development, comprehension strategies, research in reading, study skills, test taking, assessment and evaluation. Focus will be on reading to learn. Additional emphasis on developing integrated instructional units linking content areas. Students will be expected to use multiple resources to locate literature for each content area and materials/programs to enhance their instruction. The Common Core State Standards in English language arts will be used to plan and implement instruction. (Field experience required). This course is taken by Early Childhood Majors, Intervention Specialist Licensure Candidates who are also getting licensed in Early Childhood. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 321, 322, 323. Co-requisite: EDU 345 (except Multi-Age). (Fall)

345. Curriculum and Instruction for Young Children—Pre-K—Grade 3 (R)(W) (4 sem. hrs.). Emphasis on the development and implementation of developmentally appropriate curriculum across the content areas for young children ages 3-8. Curricular organization and content, materials, activities, and instructional strategies and practices, including small-group, cooperative learning groups, and discussion, will be addressed, as will the role of authentic assessment practices in guiding planning and instruction. Exploration of Social Studies curriculum models and standards will form an integrative curricular framework. The role of play in learning, principles of anti-bias curriculum, and design and organization of the learning environment to support positive relationships among children and adults and to promote learning will be examined. The course will also explore implications on development and learning of diverse learners, including children who are gifted and those with disability conditions, and the resultant curricular and environmental modifications and specialized instructional strategies, including assistive technologies (as specified on IEPs) necessary to accommodate learners with a range of learning and developmental needs in inclusive early childhood Pre-K-3rd grade settings. Throughout the course, students will examine appropriate software and access the Internet/other media for curriculum ideas and resources (to be included also within activity/ lesson implementation in the field). There is an additional fee with this course. Prerequisites: A 3.0 GPA, C- or higher in PSY 101, EDU 321, 322, 323. Co-requisite: EDU 344 (ERL). (Fall and Spring)

347. Reading to Learn in the Content Area: Multi-Age (W) (3 sem. hrs.). Emphasis on helping students process and learn from content materials, including understanding text structure, vocabulary development, comprehension strategies, and use of strategies specific to teaching music, health, physical education, and foreign language. Focus will be on reading to learn for ages 5-21. This course is taken by all Multi-Age Licensure Candidates. Prerequisites: Junior Status, Minimum GPA 3.0 to enroll, EDU 220, EIS 265; COM 100; WRI 101. (Fall only)

350. Reading to Learn in the Content Area—Middle and AYA (W) (3 sem. hrs.). Emphasis on helping students process and learn from content materials, including understanding text structure, general and specific vocabulary development, comprehension strategies, language acquisition, dialects, usage, purposes of language, forms of discourse, research in reading, study skills, test taking, assessment and evaluation. Focus will be on reading to learn. Additional emphasis on developing integrated instructional units linking content areas. Students will be expected to use the Internet to locate adolescent literature for each content area and materials/programs to enhance their instruction. Ohio’s Language Arts Model will be used to plan and implement instruction. (Field experience required). This course is taken by Middle Childhood Majors, AYA Majors and Intervention Specialist Candidates seeking Middle or AYA Licensure. There is an additional fee with this course. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220; COM 100; WRI 101. Co-requisites: Taken concurrently with one of the following by AYA Majors: 366, 376, 386, 396; with 375 and two of the following by Middle Childhood Majors: 360, 373, 380, 390. (Spring only)

360. Language Arts in Middle School (3 sem. hrs.). Emphasis will be on methods and materials used to teach language arts in grade 4-9. Specific content includes language acquisition, the history of language, English grammar, dialects, levels of usage, purposes of reading, writing, listening, and speaking, and the ways readers respond to literature. A wide variety of literature will be read. With regard to writing, the composing process, forms of writing, and purposes for writing will be covered. Students will also learn how to plan and teach language arts lessons, including writing objectives, choosing instructional strategies and materials, grouping students, applying research findings, and assessing diverse learners. Students will have a middle school field placement. The use of computers to enhance teaching units, locate materials, etc., will be stressed. The Ohio Language Arts Model will be emphasized. Prerequisites: 3.0 GPA, Junior status, C- or higher in PSY 101, EDU 220, EIS 265, EDU 230 and EIS 285. Co-requisite: EDU 350, 375 and one of the following: 373, 380 or 390. (Spring)

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

373. Social Studies in the Middle School (3 sem. hrs.). Methods encouraging concept and generalization development through active participation will be the major focus. The Ohio Social Studies Model provides guidance in what concepts, generalizations, and skills will be developed. Emphasis will be upon developing citizenship skills. Short and long range lesson planning will be developed. Students will be encouraged to use technology to enhance both planning and instructional phases. (Field experience required.) Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265, EDU 230 and EIS 285. Corequisites: EDU 350, 375 and one of the following: 360, 380, or 390. (Spring)

375. The Middle School (2 sem. hrs.). Develops the idea of “community” by encouraging students to actively work in various “in and out-of-school” programs unique to this level, grades 4 through 9. Program development, participation, and evaluation are key components of this course. May include participation in the following: clubs, intramurals, mini-courses, guidance programs, parent organizations, sports and activity groups. This course is part of a block, which requires daily work in a school. Taken concurrently with EDU 350 and two of the following: 360, 373, 380 or 390. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265, EDU 230 and EIS 285. (Spring)

376. Methods in Social Studies (3 sem. hrs.). Study of methods appropriate in social studies classes grades 7-12 using the standards of NCSS (National Council of the Social Studies). Field based experience is required. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265; Co-requisite: EDU 350. (Spring)

380. Math in the Middle School (3 sem. hrs.). Focus is upon methods and techniques of teaching math concepts and skills in grades 4 through 9. Emphasis is upon building positive attitudes toward math, on-going formal and informal pupil assessment and the use of active hands-on participation. The Ohio Math Model will provide the concepts and skills for the method development. Short and long-range planning along with the use of materials and technology will be covered. Research of related professional literature is included. (Field experience required.) Prerequisites: 3.0 GPA, Junior level, C- or higher in PSY 101, EDU 220, EIS 265, EDU 230, and EIS 285. Co-requisite: EDU 350, 375 and one of the following: 360, 373 or 390. (Spring only)

386. Methods in Mathematics (3 sem. hrs.). A study of methods appropriate for teaching mathematics to adolescence through young adults. A variety of pedagogies are covered. These include collaborative learning, technology, classroom discourse, connections to other disciplines and between mathematical topics, discovery through investigations, and writing to learn. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265; Co-requisite: EDU 350. (Spring)

390. Science in the Middle School (3 sem. hrs.). The study of curriculum and methods for teaching science in the middle school, encompassing grades 4-9. A science unit plan is required and students will be expected to teach one or more lessons from the plan during the field experience component of the course. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265, EDU 230 and EIS 285. Co-requisite: EDU 350, 375 and one of the following: 360, 373, 380. (Spring)

396. Methods in Science (3 sem. hrs.). The study of curriculum and methods for teaching science in grades 7-12, ages 12-21. A science unit plan is required and students will be expected to teach one or more lessons from the plan during the field experience component of the course. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265. Co-requisite: EDU 350. (Spring)

397, 398. Individual Studies in Education (1-3 sem. hrs.). Individual research and field studies in areas such as remedial reading, comparative education, gifted/talented, post-secondary education, special education and experimental approaches to instruction and learning. Each study is subject to the approval of the departmental head. May be scheduled for a maximum of six hours per semester. Prerequisite: C- or higher in PSY 101. (Every year)

400. Curriculum/Organization of Schools (2 sem. hrs.). Students will become familiar with state curriculum models, how curriculum develops/changes, and how schools are organized for instruction. Overview of curriculum and organization of schools. (Middle Childhood, AYA, and Multi-Age). Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU whichever of the following apply to licensure area: EDU 350, 360, 373, 375, 380, 390 for Middle Childhood; 350, 366, 376, 386, 396 for AYA; MUS 373, 374 for Music; HHP 322 or 343 for HHP;. Co-requisites: 427, 428, 429, or 430. (Fall and Spring)

414. Diagnosis of Reading Difficulties (3 sem. hrs.). Education 414 focuses on the skills and knowledge that classroom teachers need to be able to diagnose students' reading difficulties. Reading strategies for struggling readers will be a component of this course. Additionally, the course will provide students with the opportunity to plan/implement a remedial program that is appropriate for a disabled reader. A case study approach will be used and students will receive ample opportunities to apply the skills learned. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 230, EIS 285. Pre- or co-requisite: EDU 344 or 350. (Fall and Spring)

416. Seminar in Education (2 sem. hrs.). Designed to provide students the opportunity to discuss and reflect

upon their experiences in students teaching as they assume the role of teacher and to integrate the principles of teaching with previous course work, clinical and field experiences. Focus will be upon sharing and problem solving in relation to issues including but not limited to, classroom management, professionalism, planning, instruction, organization, job procurement, and legal aspects. Research of related professional literature is included. There is an additional fee with this course. Prerequisites: 3.0 GPA, C- or higher in PSY 101 and whichever of the following courses apply to licensure area: EDU 344, 345 (Early); 350, 360, 373, 375, 380, 390 (Middle); 366, 376, 386, 396 (AYA); MUS 373, 374 (Music); HHP 322 or 343 (HHP). Taken concurrently with EDU 426, 427, 428, 429 or 430. (Fall and Spring)

425. Multicultural Literature (R) (3 sem. hrs.). This course will examine the use of multicultural children's literature in early and middle childhood classrooms, to promote cultural understanding and affirm the value of diversity in a global society. There will be a strong emphasis on the selection of authentic literature which presents an accurate portrayal of various ethnic groups including but not limited to, African-American, Latino, Asian, and Native American cultures. Theoretical and historical perspectives of multicultural literature, as well as current trends, issues, and controversies will be explored. Open to all Junior and Senior undergraduates and all graduate students. (Spring, odd-even years)

426. Student Teaching: Early Childhood (4 or 8 sem. hrs.). Placement with a qualified teacher and university supervisor in an appropriate classroom setting* for a minimum of 12 consecutive, full weeks. NOTE: When early childhood major is double majoring with intervention specialist major, this course will be reduced to 4 hours and will be for a minimum of 6 consecutive, full weeks. Actual participation in classroom activities on a daily basis is the emphasis. Planning, organizing, instruction, and evaluating are key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Senior level only. No other course work is to be taken during the Senior Block and the 12 consecutive, full weeks of student teaching. *Appropriate classroom setting is defined as one that meets the learned society guidelines for early childhood. The early childhood candidate is required to have experience with both pre-school youngsters and primary level youngsters in an inclusive setting. Placement will be dependent upon a student's prior field experiences in EDU 345. Prerequisites: 3.0 GPA, C- or higher in PSY 101 and EDU 344, 345. Must earn state passing scores on all state mandated tests required for their licensure area. Corequisites: EDU 416, EIS 379, 468. (Fall and Spring)

427. Student Teaching: Middle Childhood (4 or 8 sem. hrs.). Placement with a qualified teacher and university supervisor in an appropriate classroom setting* for a minimum of 12 consecutive, full weeks. NOTE: When middle childhood major is double majoring with intervention specialist major, this course will be reduced to 4 hours and will be for a minimum of 6 consecutive, full weeks. Actual participation in classroom activities on a daily basis is the emphasis. Planning, organizing, instruction, and evaluating are key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Senior level only. No other course work is to be taken during the Senior Block and the 12 consecutive, full weeks of student teaching. *Appropriate classroom setting is defined as one that meets the learned society guidelines for middle childhood. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 350, 375 and whichever two courses apply to area of licensure; EDU 360, 373, 380, 390; COM 100; WRI 101. Must earn state passing scores on all state mandated tests required for their licensure area. Corequisites: EDU 400, 416; EIS 379, 468. (Fall and Spring)

428. Student Teaching: Adolescent-Young Adult (4 or 8 sem. hrs.). Placement with a qualified teacher and university supervisor in an appropriate classroom setting* for a minimum of 12 consecutive, full weeks. NOTE: When adolescent-young adult major is double majoring with intervention specialist major, this course will be reduced to 4 hours and will be for a minimum of 6 consecutive, full weeks. Actual participation in classroom activities on a daily basis is the emphasis. Planning, organizing, instruction, and evaluating are key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Senior level only. No other course work is to be taken during the Senior Block and the 12 consecutive, full weeks of student teaching. *Appropriate classroom setting is defined as one that meets the learned society guidelines for the adolescent to young adult licensure areas. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 350 and whichever course applies to area of licensure: EDU 366, 376, 386, 396; COM 100; WRI 101. Must earn state passing scores on all state mandated tests required for their licensure area. Corequisites: EDU 400, 416; EIS 379, 468. (Fall and Spring)

429. Student Teaching: Intervention Specialist (4 sem. hrs.). Placement with a qualified teacher and university supervisor in an appropriate classroom setting* for a minimum of 6 consecutive, full weeks. (Student will be placed in another area of licensure classroom for an additional 6 weeks.) Actual participation in classroom activities on a daily basis is the emphasis. Planning, organizing, instruction, and evaluating are key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Senior level only. No other course work is to be taken during the Senior Block and the 12 consecutive, full weeks of student teaching. *Appropriate classroom setting is defined as one that meets the learned society guidelines for intervention specialist (mild-moderate). Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 344, 345 (Early); 350, 375 and whichever of the following apply to licensure area: 360, 373, 380, 390 (Middle); 366, 376, 386, 396 (AYA). Corequisites: EDU 400 (For all but Early), 416; EIS 468 and EIS 471. (Fall and Spring)

430. Student Teaching: Multi-Age (4 or 8 sem. hrs.). Placement with a qualified teacher and university supervisor in an appropriate classroom setting* for a minimum of 12 consecutive, full weeks. NOTE: When multi-age major is double majoring with intervention specialist major, this course will be reduced to 4 hours and will be for a minimum of 6 consecutive, full weeks. Actual participation in classroom activities on a

daily basis is the emphasis. Planning, organizing, instruction, and evaluating are key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Senior level only. No other course work is to be taken during the Senior Block and the 12 consecutive, full weeks of student teaching. *Appropriate classroom setting is defined as one that meets the learned society guidelines for multi-age. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 347 (All); A grade of "P" in MUS 092, Piano Proficiency, (MUS 373, 374 (Music); HHP 322 or 343 (HHP); EDU 336 and academic year abroad (Spanish and German); COM 100; WRI 101. Must earn state passing scores on all state mandated tests required for their licensure area. Corequisites: EDU 400, 416; EIS 379 (except Multi-Age Health/Physical Education), 468. (Fall and Spring)

EIS-Intervention Specialist Licensure

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

266. Education Camp Clinical Experience (G) (0 sem. hrs.). One week residential camp counseling experience with diverse students. To be completed by all Education Majors. Taken concurrently with or following EIS 265. Prerequisite: 2.75 GPA, C- or higher in EDU 110, 115; PSY 101. (Fall and Spring)

267. Diversity Experience (0 sem. hrs.). This course provides candidates with the opportunity to have a meaningful instructional experience in a diverse student population. Candidates are expected to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help each learner meet high standards. Prerequisite: 2.75 GPA, C- or higher in EDU 110; PSY 101. (Fall and Spring)

272. Individuals with Diverse Educational Needs (3 sem. hrs.). The art and science of teaching exceptional individuals, ages 5–21, with exceptional needs in both school and society will be explored through reading, and self-awareness activities. An examination of the principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs in both school and society. Students will use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education. A wide variety of pedagogical methods, procedures and practices will be introduced, critiqued and reviewed by the class participants. Prerequisite: 2.75 GPA, C- or higher in EDU 220 and PSY 101. (Spring)

273. Applied Behavior Analysis for Teachers (3 sem. hrs.). Theoretical formulation and practical applications of behavioral techniques, especially as they apply to managing and modifying child behavior in the home and classroom. Theoretical formulation and practical applications of behavioral techniques, especially as they apply to managing and modifying child behavior in the home and classroom. Prerequisites: 2.75 GPA, C- or higher in EDU 220 and PSY101. Taken concurrently with EIS 272. (Spring)

285. Phonics/Word Identification (3 sem. hrs.). Rationale and approaches for teaching phonics will be emphasized as well stages in decoding, phonic elements, phonemic awareness, instructional strategies, and scope and sequence of phonics instruction. Other word identification strategies to be taught include context clues, sight words, and structural and morphemic analysis. Appropriate use of software to enhance and support strategies and skills will be examined. Assessment and evaluation of word identification strategies will be targeted. Required field experience. Prerequisites: 2.75 GPA, C- or higher in PSY 101, EDU 220, Co-requisite: EDU 230. (Fall and Spring)

320. Family Systems/Social Issues in Early Childhood (3 sem. hrs.). Emphasis on the role of the family and other social systems involved in the care and development of the young child. Emphasis on understanding the child in the context of the family, culture, and society. Develops the idea of respect for diversity and anti-bias approaches. Includes also awareness of public policy and advocacy issues in relation to young children and their families. The development of effective interpersonal skills in working with families and roles of collaborative team members are emphasized. Research of literature included. Students must also become familiar with resources within the immediate community and beyond which support families and children. Students will be expected to use the Internet to examine public policy issues and resources relevant to young children and their families. Prerequisites for Licensure Candidates: 3.0 GPA, junior status, and C- or higher in both PSY 101 and EDU 230. Prerequisites for all other students: 3.0 GPA, junior status, and PSY 206. (Fall and Spring)

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

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

Co-requisite: 350. (Fall)

379. Prescriptive Assessment and Diagnosis (2–3 sem. hrs.). Principles and procedures of assessment used in the identification of disabilities and the prescription of remedial techniques for all students. Students are expected to select and administer and interpret various formal and informal assessment instruments. Particular emphasis is placed upon the use of the assessment data in the planning of educational services for students with mild/moderate educational needs. Discussion of alternative assessment options will be integrated throughout the curricula of this course. Appropriate clinical/field experience is required. Basic inferential statistical concepts will be introduced and reviewed in the initial 5 weeks of this course. Prerequisites: Junior standing for EIS Licensure and taken prior to Senior Block for 3 sem. hrs; 3.0 GPA, C- or higher in PSY 101, EDU 220 and 300-level courses (some multiage excepted). Taken concurrently with Senior Block for 2 sem. hrs. by Early (426), Middle (427), AYA (428) and Multi-Age (430) (except HPE). For ISP, taken Fall of junior year with EIS 350 and 361.

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

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

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

ELI-English Language Institute

011. Level I: Low-Intermediate Level Speaking and Listening (3 sem. hrs.). Instruction in communicative competence needed for everyday living and academic life: conversation, role-playing, oral presentation and listening skills, learning and practicing syntactic patterns of speech. Four 1-hour class sessions per week.

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

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

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

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

042. Level II: Intermediate Level Writing (3 sem. hrs.). Practice in basic writing processes: pre-writing, outlining, drafting, editing, and instruction and practice of various types of development, such as narrative, comparison/contrast and classification. Course focus is on essay writing, and includes journal writing, grammar reinforcement and vocabulary development. Three 1-hour class sessions per week, plus one hour consultation per week.

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

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

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

1-hour class sessions per week.

130. Level III: Academic Skills: High-Intermediate Speaking and Listening (3 sem. hrs.). Instruction in communicative competence needed for academic life and academic coursework: conversation, discussion, role playing, oral presentation, listening skills, and learning and practicing syntactic patterns of speech. Four 1-hour class sessions per week.

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

132. Level IV: Academic Skills: Advanced Speaking and Listening (3 sem. hrs.). Instruction in listening and speaking skills needed for academic coursework, such as note taking from lectures, oral presentation and discussion and asking questions. Strategies for improving such skills are developed through a content-based approach, using guest speakers, current events and other material appropriate to academic study. Four 1-hour class sessions per week.

133. Level IV: Academic Skills: Study Skills 2 (3 sem. hrs.). Instruction in learning strategies and study skills used in academic classes with an emphasis on reading news and current events, critical thinking skills, and integrated skills (reading, listening, and writing). Prerequisite: ELI 131 or by permission of instructor. Three 1-hr. class sessions per week.

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

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

ENG-English

290. Sophomore Studies in English (1 sem. hr.). Exploration of learning opportunities in the major, learning experiences outside the classroom, career and graduate-school opportunities, and the English major portfolio. Prerequisites: English majors. (Fall).

369. Practicum (1-3 sem. hrs.). An on-campus work experience involving research and writing, supervised by a faculty member of the English Department. Students may earn no more than 6 hours credit. Permission of the English Department Chair required for registration. (Fall and Spring)

370. Internship (1 to 15 sem. hrs.). Prerequisite: Departmental permission required.

371, 372. Independent Study (1-3 sem. hrs.). Before registration, the student must have the consent of an English professor/supervisor and junior standing or above.

471, 472. Independent Study (1-3 sem. hrs.). Before registration, the student must have the consent of an English professor/supervisor and senior standing.

475, 476. Honors Course (3 sem. hrs.). See Departmental Honors, described elsewhere in this catalog. The student must be an English major who has completed 21 hours in English beyond 101.

490. Senior Capstone in English (2 sem. hrs.). Completion of a Major Capstone Project relevant to the student's literature or writing major. Compilation and revision of materials for inclusion in a Major Portfolio. Required of all English majors. Prerequisites: English majors and Education Majors: AYA (Language Arts); C- or better in at least 18 hours of English courses beyond ENG 101 (including LIT 291); and COM 100. (Fall)

ENS-Environmental Science

101. Introduction to Environmental Science (N) (3 sem. hrs.). An introduction to the relationships between air, soil, water, rock, and life, with emphasis on human interactions in these systems, and how society deals with the major environmental concerns: population growth, air and water pollution, wastes, loss of wildlife, fuel and mineral resources, climate change. Students will develop skills in observation, scientific method, and critical scientific inquiry. Students electing this course to meet their General Education requirement for laboratory science must take both ENS 101 and ENS 101L in the same semester. (Fall and Spring)

101L. Environmental Science Laboratory (L) (1 sem. hr.). This course is the laboratory complement to ENS 101 Introduction to Environmental Science. The weekly exercises allow students to more fully explore some of the important concepts discussed in the lecture. The laboratory must be taken concurrently with ENS 101. One 2-hour lab each week. (Fall)

300. Issues in Environmental Science (R)(W) (3 sem. hrs.). Students will improve their written and oral communication skills by investigating topical and current issues in environmental science. Instructors will

emphasize relationships between traditional academic fields for concerns related to population growth, natural hazards, and pollution and waste in the bio-, hydro-, litho-, and atmospheres. Topics will focus on areas of student interest in preparation for research and internship experiences. Prerequisites: ENS 101; BIO 124; COM 100; GEO 101; CHM 111; PHY 101; WRI 101. (Fall)

334. Ecology (R)(W) (4 sem. hrs.). An investigation of the ways living organisms interact with each other and their physical environments. Topics include adaptations of individuals to environmental stress, the structure and growth of populations, competition, predation, community ecology and the flow of energy and nutrients through ecosystems. The lab introduces students to experimental ecology. Three 2-hour classes each week. Prerequisites: BIO 123, 124 and a statistics course; COM 100; WRI 101. Open to juniors and seniors only. (Fall of odd-even)

370. Internship in Environmental Science (W) (1-4 sem. hrs.). This course gives junior and senior Environmental Science majors an opportunity for academically related work experience outside the usual university environment. The internship should enhance the student's intellectual development through the application of knowledge. The program may not be totally observational. Supervised site and schedule must be determined by the student with ENS committee approval. Prerequisites: ENS 392 or approval of the ENS committee. (Fall and Spring)

393. Environmental Science Research (1 sem. hr.). An independent study course which must be arranged prior to registration, in consultation with an instructor. A formal written proposal of the expected project is required before registration. Experiments and/or field observations will be completed and results analyzed and graphically portrayed. A technical report will be written including a survey of relevant scientific literature. Students will meet regularly with an approved faculty mentor to review progress. Prerequisites: ENS 300, Junior or Senior standing.

FIN-Finance

301. Corporate Finance (3 sem. hrs.). Introduction to a variety of techniques and applications of modern financial theory to the main decisions faced by the financial manager. Fundamentals of financial analysis, working capital management, capital budgeting, and investment and financing decisions. Prerequisite: Junior standing. ACC 201, ECO 251, ECO 252, MTH 115, 210, WRI 101, COM 100, with a C- or better in each class; or ACC 201, ECO 251, 252, MTH 115, 210, WRI 101, COM 100, and HHP 230; or ACC 201, ECO 251, 252, MTH 115, 210, WRI 101, COM 100, and MED 212. Students with BAE 354 credit will not receive additional credit for this course. (Fall and Spring)

330. Intermediate Corporate Finance (R)(W)(3 sem. hrs.). The application of financial theory to corporate finance. Prerequisite: Declaration of any business concentration or the no concentration option, completion of FIN 301 with a C- or better. (Spring)

350. Financial Markets and Institutions (3 sem. hrs.). A detailed examination of financial markets and the institutions that operate within them. Topics covered include a survey of various financial intermediaries and the important impact they have on level of aggregate economic activity, fund flows, structure of markets, and the management of financial institutions. Prerequisite: Declaration of any business concentration or the no concentration option, and Junior standing. (Fall)

355. International Finance (G) (3 sem. hrs.). This course provides a framework for analyzing corporate financial decision making from the perspective of the management of a multinational corporation and presents a detailed analysis of tools and techniques for international financial management. It covers international financial instruments, markets, and institutions. Focus is placed on exchange rate determination, balance of payments, the international monetary system, the international parity conditions, international capital asset pricing, hedging derivatives, and various exposure measurements. Prerequisite: Junior or senior standing.

430. Investments (3 sem. hrs.). An introduction to the basic principles and fundamentals of investments necessary to appraise the risk-return profile, valuation, and suitability of securities for investment. Prerequisite: Declaration of any business concentration or the no concentration option. Completion of FIN 301 with a C- or better. (Spring)

FRN-French

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

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

GEO-Geology

101. Physical Geology (N) (3 sem. hrs.). Comprehensive introductory course covering geological concepts including Earth materials and the processes that affect them. Survey of minerals, rocks, structures, plate tectonics, climatic processes, Earth history, and economic resources. Students electing this course to meet their General Education requirement for laboratory science must take both GEO 101 and GEO 101L in the same semester. Three lecture hours per week. (Fall and Spring)

101L. Laboratory Studies in Physical Geology (L) (1 sem. hr.). This course is the lab complement to GEO 101 Physical Geology. The weekly exercises allow students to more fully explore important concepts discussed in lecture and provide first-hand experience in Earth materials and how geologist use them. The laboratory must

be taken concurrently with GEO 101. One 2-hour lab each week. (Fall and Spring)

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

104. Geology of National Parks (3 sem. hrs.). Study of geological materials and processes responsible for the formation and evolution of landscapes found in the nation's parks and monuments. Survey of parks from each U.S. physiographic province. (Offered Occasionally)

104L. Laboratory Studies of National Park Geology (1 sem. hr.). This course is the lab complement to GEO 104 Geology of National Parks. The weekly exercises allow students to more fully explore important concepts discussed in lecture and provide first-hand experience in topographic and geologic map-reading. The laboratory must be taken concurrently with GEO 104. One 2-hour lab each week. (Offered Occasionally)

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

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

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

250. Geographical Information Systems (4 sem. hrs.). This course introduces concepts and techniques of Geographic Information Systems/Sciences (GIS) using as a computer-based, software-hardware platform capable of capturing, storing, displaying, manipulating, and analyzing any set of geo-referenced data (Geographical Information). (Spring of odd-even years)

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

308. Surface Water Systems (Q)(R) (4 sem. hrs.). Investigation of stream flow, flow frequency, river hydraulics, stream development, drainage system, sediment transport and storage, channel shape and stability, including applications of fluvial principles to river management. The course will be lecture-based with a lab and field component. Prerequisites: GEO 101, 101L; MTH 115 or 121 or placement into 222 or above (Fall of odd-even years)

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

350. Soils and Groundwater (Q) (4 sem. hrs.). Investigation of subsurface water-rock systems including weathering and development of soils, infiltration and flow in the unsaturated zone, and groundwater movement in aquifers. Course includes introduction of characterization of subsurface phenomena and introduction of groundwater flow characterization using models. The course will be lecture-based with a lab component. Prerequisites: GEO 101, 101L; MTH 115 or 121 or placement into 222 or above. (Fall of even-odd years)

390, 391. Independent Research (1-3 sem. hrs.). Independent course featuring special laboratory and/or field work for advanced students. A formal written proposal describing the project and its expected completion schedule must be submitted prior to registration. Prerequisites: 6 credit hours in geology and permission of the instructor. (Fall and Spring)

GER-German

100. Beginning German I, II (6 sem. hrs.). Students are introduced to speaking, listening and reading skills, learn elementary grammar and work on building basic vocabulary. This is an intensive summer course taught in the Heidelberg at Heidelberg, Germany summer program. Placement is determined at Heidelberg, Germany. (Summer)

101-102. Introduction to German (3 sem. hrs.). Students receive basic training in listening, speaking, reading and writing German with emphasis on communication. Rudiments of grammar are introduced. GER 101 is for students with no previous training in German. GER 102 is for students who have completed 101 or one year of high school German. Students with credit in GER 100 are not eligible to take this course. (Every year)

200. Intermediate German I, II (6 sem. hrs.). Students practice all four language skills, review grammar and work with vocabulary building exercises. This is an intensive summer course taught in the Heidelberg at Heidelberg, Germany summer program. Placement is determined at Heidelberg, Germany. (Summer)

201, 202. Intermediate German (3 sem. hrs.). Students practice all four language skills, review basic grammar and receive an introduction to more advanced forms and vocabulary. Students with credit in GER 200 are not eligible to take this course. Prerequisite for GER 201: GER 102. Prerequisite for GER 202: GER 201. (Every year)

205, 206. Reading German (1 sem. hr.). Students read literary, journalistic and scientific texts to build vocabulary and gain proficiency in understanding advanced syntactical structures, such as the passive with modal verbs, extended participial modifiers and complex dependent clauses. (On demand)

290. Preparation for Study Abroad (G) (1 sem. hr.). This course prepares students for their study abroad experience in Germany through readings and reflections on the cultural differences that they are likely to experience. Students will develop a viable proposal for their capstone course projects, which will include data collected while abroad. The final capstone paper and presentation will be completed upon the student's return to campus in GER 490, German Capstone Course.

300. Advanced German I, II (6 sem. hrs.). Students practice in conversation, composition and advanced grammar and vocabulary on the basis of texts dealing with everyday life in German speaking countries. This is an intensive summer course taught in the Heidelberg at Heidelberg, Germany summer program. Placement is determined at Heidelberg, Germany. (Summer)

301, 302. Advanced German (3 sem. hrs.). Practice in conversation, composition and manipulation of advanced grammatical forms and vocabulary on the basis of texts dealing with everyday life in German-speaking countries. Students with credit in GER 300 are not eligible to take this course. Prerequisite: GER 202 or three or four years of high school German.

306, 307. Guided Study (1-3 hrs.). An opportunity for students to improve proficiency by independent study or tutorial arrangements. Permission of the staff is required.

317, 318. Germany, Present and Past (G) (3 sem. hrs.). Texts providing insight into German history, civilization and current experience form the basis for exercises in advanced German grammar, speaking and writing. Alternates every second year with GER 301, 302. Prerequisite: GER 202 or three or four years of high school German.

335. German Literature for Children and Young People (3 sem. hrs.) Familiarization with significant classical and contemporary German texts from a variety of genres for children and young people; practice in planning and implementing strategies for sharing these texts with an audience, especially with children and young people in the schools; experience in use of appropriate technology to gather information, keep abreast of new developments, prepare and deliver presentations. Prerequisite: three hours of German at the 300 level.

406, 407. Independent Study (1-3 sem. hrs.). Independent projects in German language, literature and civilization. By prior arrangement with the staff.

415, 416. Topics in German Literature and Civilization (3 sem. hrs.). An opportunity to explore material and topics not available through regular course offerings. Possible topics include: Faust, Twentieth Century German Drama, German Literature as film. (Offered on demand)

417. Periods in German Literature (H) (3 sem. hrs.). Students read and discuss significant texts to gain an understanding of the characteristics of the German literature from the beginning through the Storm and Stress period. Prerequisites: GER 301 and 302 or GER 317 and 318.

418. Periods in German Literature (H) (3 sem. hrs.). A continuation of 417 from Classicism to the present. Prerequisites: GER 301 and 302 or GER 317 and 318.

475, 476. Honors Course (3 sem. hrs.). Series offers a major research project and for students that want to earn departmental honors. By prior arrangement with the staff.

489. German Portfolio (G) (1 sem. hr.). The course encourages and supports students in developing speaking and writing skills in the target language. It monitors their progress toward the goal of achieving the ACTFL Advanced Level of Proficiency in speaking and writing by the time they graduate. Freshmen get acquainted with the objectives of the course during a meeting of majors. Sophomores collect baseline speaking and writing samples in GER 290. Juniors generate and collect a large number of speaking and writing samples during their study abroad. Seniors register for the course, add speaking and writing samples completed during their senior year and organize their language samples into a portfolio. Offered every year, usually first semester. Completion of the ACTFL Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) is required for this course. There is an additional fee for this course. Prerequisites: COM 100; WRI 101; and completion of a study abroad experience.

490. German Capstone Course (1 sem. hr.). This is a culminating course for students completing the German major. In the format of a writing workshop, students prepare a paper based on the original research project, which they proposed during their sophomore year in GER 290, Study Abroad Preparation. During the time abroad, students collect data for the project, which is written, revised and presented in GER 490. This course complements GER 489, German Portfolio. Offered every year, usually during the first semester. Prerequisite: Completion of study abroad; COM 100; WRI 101.

GRK-Greek

101-102. Elementary Greek (3 sem. hrs.). Introduction to classical (Attic) Greek and reading of elementary passages.

111-112. New Testament Greek (3 sem. hrs.). Introduction to New Testament (Koine) Greek and reading of elementary passages.

201, 202. Intermediate Greek (3 sem. hrs.). Readings of selections from Homer's Odyssey, Plato's Apology and

the New Testament.

HEI- AIM Hei Program

101. AIM Hei (1 sem. hr.). A course for first-year students based on common objectives. individual sections provide students the opportunity to explore transitional issues and to engage in the academic life of the University. Each section will feature a topic as designated by individual faculty. Limited to students in their first semester at Heidelberg. (Fall)

102. AIM Hei (0 sem. hrs.). This is a continuation of the mentoring program to provide students with a structured means by which they can: 1. design and implement a program of study – both inside and outside the classroom – aimed at achieving the learning goals the University has for its graduates; 2. Define, explore, and reflect upon their academic, personal, and professional goals and relate those goals to Heidelberg and beyond. Prerequisite: HEI 101.

201. AIM Hei (0 sem. hrs.). This is a continuation of the mentoring program. The HEI 201 requirement consists of a sophomore conference on the Saturday before fall classes begin. Attendance is required at the conference to earn a Passing grade. Students who are unable to attend the conference must petition to the AIM Hei committee to be excused and with the committee and their AIM Hei mentor for appropriate replacement sessions during the Fall semester. This course is designed to provide students with information to assist with their added responsibilities of university life. Prerequisites: HEI 101. May be taken concurrently with 102. (Fall)

HIS-History

030. Junior Written/Oral Communication (0 sem. hrs.). Required of junior history majors. Taken concurrently with any 300-level HIS course. Prerequisites: COM 100; WRI 101; HIS 105, 106, 107, 108.

105. World Civilizations I (W)(R)(H)(G)(3 sem. hrs.). Survey of world history from prehistory to 1648. Prerequisites: Open to Freshmen and Sophomores only. (Fall)

106. World Civilizations II (W)(R)(H)(G)(3 sem. hrs.). Survey of world history from 1648 to modern times. Prerequisites: Open to Freshmen and Sophomores only. (Spring)

107. American History to 1865 (R)(W)(H) (3 sem. hrs). Survey of United States history from early colonization to the end of the Civil War. Prerequisites: Open to Freshmen and Sophomores only. (Fall)

108. American History Since 1865 (R)(W)(H) (3 sem. hrs.). Survey of United States history from the Civil War to the present. Prerequisites: Open to Freshmen and Sophomores only. (Spring)

120. The Ohio Heritage (2 sem. hrs.). Survey of the economic, demographic, and political development of Ohio.

222. The Public Historian's Craft (R)(W)(H) (3 sem. hrs.). The definition, philosophy, and evolution of public history as well as the current literature and debates within the field. Emphasis will be placed on the application of theories of public history to real-world situations as they explore what public audiences know about the past and how the public gained that knowledge. (Fall)

223. The Historian's Craft (3 sem. hrs.). This course focuses on the methodology of studying the past, and explores some fundamental components of historical thinking, including context and causation, methods of historical analysis, issues of truth and objectivity, and conflicting interpretations. (Spring of odd-even years)

290. Issues in History (1-3 sem. hrs.). The study of selected issues in history.

311. The Greco-Roman World (R)(W) (3 sem. hrs.). Examination of ancient Greek, Hellenistic, and Roman civilizations placing particular emphasis on culture, religion, and the dynamic history of the ancient Mediterranean. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Fall of even-odd years)

320. The American Presidency (3 sem. hrs.). Study of the creation and development of the presidency, from George Washington to the current occupant of the White House. Students with credit in HIS 220 will not receive credit for HIS 320. (Fall of Presidential Election Years)

321. Medieval Europe (R)(W) (3 sem. hrs.). One of the most misunderstood periods in European history, the Middle Ages (sometimes called the Dark Ages) was a dynamic and turbulent period in history. Through the study of Medieval European history (450-1400 C.E.), this course will challenge common stereotypes and misconceptions about this period. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Spring of even-odd years)

322. Renaissance and Reformation (R)(W) (3 sem. hrs.). This course examines the Italian Renaissance and Protestant Reformation. Emphasizing the period from 1400-1650, this course will explore the cultural transformations of the Renaissance, the religious upheaval of the Reformation, and the political, social, and cultural unrest that resulted from both. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Fall of odd-even years)

325. Modern Europe (R)(W) (3 sem. hrs.). Beginning with the Enlightenment and French Revolution, this course will explore the development of Europe's modern nation states, emphasizing the transformations facilitated by revolution and war. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Spring of odd-even years).

331. Ancient East Asia (R)(W) (3 sem. hrs.). This course explores the ancient history of China, Korea, Japan, and Southeast Asia, placing emphasis on the development of social and political institutions that shaped the

history of East Asian societies. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Fall of odd-even years)

332. Politics and History of the Middle East (W)(S)(G) (3 sem. hrs.). This course examines the contemporary Middle East. Country studies will be emphasized as will regional topics such as political, economic, and human development, the Arab-Israeli conflict, disputes between Shi'a and Sunni, political Islam, Islamic militancy, i.e., Jihadism, resources (particularly oil, natural gas, and water), and foreign (especially American) involvement. (Students with credit for POL 283 or POL 383 will not receive credit for HIS 332) (Fall of odd-even years)

333. Politics and History of East Asia (R)(W)(G) (3 sem. hrs.). A study of the development of East Asian societies from 1600 to the present, focusing on colonialism, wars of independence, nation-building, and modernization. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. This course is cross-listed with POL 310, students will only earn credit for only one course. (Spring of odd-even years)

335. History of Africa (3 sem. hrs.). Study of Africa from prehistory to the modern day. (Fall of every-other even-odd year)

352. Latin American History (3 sem. hrs.). Study of Latin American history from its earliest civilizations to the modern day. Topics include indigenous peoples, European colonization, Latin American independence movements, and modern nation-states. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Spring of even-odd years)

357. History of England (R)(W) (3 sem. hrs.). Beginning with the Roman conquest, this course explores the history of England through the medieval, early modern, and modern periods. Emphasizing transformational moments in English history, including the Norman Conquest, the Reformation, Industrial Revolution, and overseas colonization, this course provides a holistic view of English history. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Every other Spring of even-odd years).

359. History of Germany (R)(W) (3 sem. hrs.). Beginning with the Germanic migrations of the fourth and fifth centuries, this course will address some of the major topics in German history, including the German kingdoms of the Middle Ages, the Protestant Reformation, modernization and unification, World Wars I and II, post-war division and reunification. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Every other Spring of even-odd years).

370. Internships (1 to 15 sem. hrs.). Special permission of the department is required. Examples of internships: working in museums or archives, pre-law, local government service.

374. Colonization and Revolution (3 sem. hrs.). Study of English colonization, the American Revolution, and the creation of the United States. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Fall of odd-even years)

375. Civil War and Reconstruction (3 sem. hrs.). Study of Antebellum Era, Civil War, and Reconstruction. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Spring of odd-even years)

384. Twentieth Century America (3 sem. hrs). Study of economic, social and political events and change in the twentieth century. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Fall of even-odd years)

385. African-American History (3 sem. hrs.). Study of the African-American experience in the United States from the colonial era to the present. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Spring of odd-even years)

386. Women in America (3 sem. hrs.). Study of the role of women in America from the colonial era to the present. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Spring of even-odd years)

390. Topics in History (3 sem. hrs.). Study of selected topics in history for juniors, seniors and history majors stressing historiography and interpretation.

401, 402. Independent Study (1 to 3 sem. hrs.). A student may, subject to the instructor's consent, pursue an intensive reading course with oral and/or written reports, or a research project. Open to students of demonstrated ability.

405. Seminar: Historical Research and Interpretation (3 sem. hrs.). The students will do independent research in the historical field of their choosing. Prerequisites: COM 100; WRI 101; HIS 223. Open to seniors. Juniors by permission only. Fulfills Capstone requirement. (Fall)

475, 476. Honors Course (3 sem. hrs.). Series available to achieve Departmental Honors.

HNR-Honors Program

103. The Scholar Seminar (2-4 sem. hrs.). Topic relating to the theme to be developed by instructor. Prerequisite: Honors Program student or permission of instructor. (Fall and Spring)

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

203. The Scientist Seminar (2-4 sem. hrs.). Topic relating to the theme to be developed by instructor.

Prerequisite: Honors Program student or permission of instructor. (Fall and Spring)

303. The Artist Seminar (2–4 sem. hrs.). Topic relating to the theme to be developed by instructor.

Prerequisite: Honors Program student or permission of instructor. (Fall and Spring)

307. Service–Learning and Civic Engagement Seminar (1 sem. hr.). Directed reflection on service experiences in spoken and written forms. Prerequisite: Honors Program student.

403. The Citizen Seminar (2–4 sem. hrs.). Topic relating to the theme to be developed by instructor.

Prerequisite: Honors Program student or permission of instructor. (Fall and Spring)

455. Senior Honors Project (1–3 sem. hrs.). Original scholarly work under the guidance of a faculty mentor, such as individual or collaborative research, creative works, artistic performances, extended service learning, policy analysis, etc. Permission of Dean of Honors Program is required. Prerequisite: Honors Program student. (Fall and Spring)

HHP– Human Performance and Sport Studies

050x. Intercollegiate Sport Activity (P) (0 credit hours). This is a sport, non–academic course; however, one session may be used to complete one Personal Health and Wellness general education requirement in the activity section.

050A Baseball

050B Women’s Basketball

050C Men’s Basketball

050D Women’s Cross Country

050E Men’s Cross Country

050F Football

050G Women’s Golf

050H Men’s Golf

050I Women’s Soccer

050K Men’s Soccer

050N Women’s Tennis

050P Women’s Track

050Q Men’s Track

050R Wrestling

050S Women’s Volleyball

050V Men’s Tennis

050W Women’s Softball

100x. Activity Classes (P). Designed to educate students on the history, trends, rules and strategies of each sport/activity. Focus will be on the basic physical fundamentals of the sport/activity. Two semester hours are permitted to count towards the 120 credit hour, graduation requirement.

100A Lifetime Activity: Bowling (.5 credit hour)

100B Lifetime Activity: Golf (.5 credit hour)

100C Lifetime Activity: Racquetball (.5 credit hour)

100D Lifetime Activity: Archery (.5 credit hour)

100E Lifetime Activity: Badminton (.5 credit hour)

100F Lifetime Activity: Tennis (.5 credit hour)

100G Lifetime Activity: Jogging (.5 credit hour)

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

100I Lifetime Activity: Aerobics (1 credit hour)

100J Lifetime Activity: Scuba Diving (1 credit hour)

100K Lifetime Activity: Ballroom Dancing (1 credit hour)

100L Lifetime Activity: Latin Dancing (1 credit hour)

100N Lifetime Activity: Karate (1 credit hour)

103. Strategies for Fitness and a Healthy Lifestyle (P) (2 credit hours). This course is designed to educate students on the development of strategies for adopting a healthy lifestyle. Topics include physical fitness components, exercise, nutrition, and stress management. Self–assessment of various components of fitness and health practices is a focus.

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

116. Health and Wellness (P) (2 sem. hrs.). The study of personal health and wellness issues. The course will present the holistic approach to wellness. Topics include mental health, physical fitness, infectious diseases, human sexuality, environmental influences, nutrition, dying and death, cancer and heart disease. In addition, students will develop skills in information retrieval using a variety of technological resources. (Fall and Spring)

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

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

204–210. Teaching of Sports (1 sem. hr.). Courses are designed to provide students with the basic knowledge

necessary to construct and teach a unit on the sport in a physical education class. Content to include basic fundamentals in skills, rules and strategies.

204. Teaching of Basketball

207. Teaching of Softball

209. Teaching of Tennis

205. Teaching of Volleyball

208. Teaching of Track and Field

210. Teaching of Swimming

206. Teaching of Soccer

211. History of Sport and Fitness (R)(W) (2 sem. hrs.). The study of the historical and philosophical development of sport and fitness from ancient civilizations to the modern world. (Fall)

216. Physical Education Field Experience (3 sem. hrs.). An arranged, practical experience which provides direct participation in planning, managing and evaluating physical education opportunities. Prerequisite: Permission of Department Head. (Fall and Spring)

230. Introduction to Sport Management (2 sem. hrs.). An introduction into the scope and fundamentals of sport management. Topics, specific to the sport industry, will include career opportunities, human resource management, policy, facility management, marketing and finance. (Fall, Spring)

240. Community Health (2 sem. hrs.). Designed to provide students with direction and answers in the field of community health. Course will focus on health issues in the community such as drug abuse, nutrition, environmental health, violence prevention and disease. The course also addresses appropriate responses to problems related to these issues. In addition, needs assessment, program planning, implementation and evaluation will be addressed. Prerequisites: ATR, HHP, HSC, SPO majors; Wellness minor; others by permission. (Spring)

250. Health, Nutrition, Safety: Early Childhood (2 sem. hrs.). Integration of topics related to health, nutrition and safety via developmentally appropriate learning experiences within the early childhood curriculum is the focus. Safety at school and in the home and community is developed in all areas of instruction along with nutritional needs and first aid. Appraisal and reporting procedures of health conditions and in relation to child abuse and neglect will also be addressed. This course is required of all students in the Early Childhood Licensure program. Prerequisite: Open to Sophomores and beyond; EDU 110 and 115. (Fall and Spring)

302. Administration and Organization of Physical Education (2 sem. hrs.). Study of organizing and implementing a physical education program in elementary and secondary schools and colleges. Management, coordination and scheduling of physical activities as well as legal liability will be examined. Prerequisite: Junior or Senior Standing; COM 100; WRI 101. (Spring only)

303. Facility and Event Management (2 sem. hrs.). Designed to provide an overview of sports facility and event management. Planning, design, operation, maintenance, security, scheduling and risk management are presented. Prerequisite: HHP 211; Junior standing. (Spring)

306. Nutrition (P) (3 sem. hrs.). Principles of basic nutrition and nutritive needs in successive stages of life with special application for HHP majors, future coaches and athletes. Prerequisites: Sophomore standing; ATR, HHP, HSC, SPO majors; Wellness minor; others by permission. (Spring)

307. Nutrition II (2 sem. hrs.). Students will develop a deeper knowledge of nutrition. Application skills for individuals, groups and organization will be presented. Prerequisite HHP 306 (Fall)

313. Measurement and Evaluation in Health and Physical Education (3 sem. hrs.). A functional approach to tests and measurements in health and physical education designed to promote teacher understanding, utilization and interpretation of test results. In area of Health, emphasis will be on appropriate data gathering instruments including survey techniques. The focus in Physical Education will be on evaluating learners using criterion–referenced and norm–referenced gross motor skills. (Fall)

314. Administration of the School of Health Program (R)(W) (2 sem. hrs.). Content addresses the administration of school health programs. Elements addressed are health sciences, health education, healthy environment, physical education, food services, counseling, health promotion programs, and integration of school and community activities. Also addressed are issues of sociological, environmental, cultural and socio–economic influences on health program planning and evaluation. Prerequisite: COM 100; WRI 101. (Spring)

315. Legal Aspects of Sport (R)(W) (2 sem. hrs.). designed for the sport management major to include major legal areas in the sport setting. Prerequisite: HHP 211; Junior standing (Spring)

316. Sport and Society (R)(W) (2 sem. hrs.). Explores the dynamic relationship of sport, culture and society. Prerequisite HHP 211; Junior standing. (Spring)

317. Early Movement Experiences (2 sem. hrs.). This course concentrates on developmentally appropriate practices in movement education for early learners, ages 3–5. Included in the topics is the assessment of gross motor skills of this population. (Fall)

318. Methods of Teaching Elementary Physical Education (3 sem. hrs.). A study of aims and objectives of health and physical education at the pre–school, early and middle childhood levels. Focuses on principles, teaching methods, materials, curriculum design and motor patterns. Addresses the critical assessment of gross motor skills of early learners. Prerequisite: EDU 220. (Spring)

322. Methods of Teaching Secondary Physical Education (3 sem. hrs.). Emphasis on actual organization and preparation of a curriculum in physical education for secondary schools. Course is designed to increase the insight of the physical education major into principles, techniques, procedures, methods, and strategies to help them conduct an instructional activity program. Prerequisite: EDU 220. (Spring)

326, 327. Independent Study (1–3 sem. hrs.). Topics may be chosen from the fields of Health, Physical Education and Sport Management. A formal written proposal of course work, approved by the instructor, is required

before registration. Course is available within the confines of faculty time. Open to juniors and seniors. Permission of Department Chair is required.

339. Teaching of Dance and Gymnastics (2 sem. hrs.). Course content is designed to provide the students with the knowledge and skills necessary to teach dance forms and gymnastics in physical education class.

343. Methods of Teaching Health (3 sem. hrs.). Course will focus on innovative teaching-learning experiences for health educators. Content includes theory, curriculum, materials, technology resources, instructional methods and assessment/evaluation techniques in multi-age settings. Content will focus on six CDC risk behaviors. Field experience hours required. Field experience hours are required in all settings of the Multi-age groups. Prerequisite: EDU 220. (Fall)

350. Practicum (1-6 sem. hrs.). On campus work experience supervised by a member of the department. Course may be repeated but students may not earn more than a total of 6 credit hours. Permission of Department Chair required. Prerequisite: Junior standing. (Fall and Spring)

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

454. Adaptive Physical Education (R)(W) (2 sem. hrs.). Study of the specific problems encountered in teaching physical education to children with physical impairments. Appropriate field-based experience is required. Prerequisite: Junior standing. (Fall)

488, 489. Special Topics in HHP (1-3 sem. hrs.). Course on special topics in Health, Physical Education or Sport Management. Offered in response to student demand or faculty interest and within the confines of faculty time. Open to juniors and seniors.

490. Health and Physical Education Capstone Course (R)(W) (1 sem. hr.). A capstone course designed to review and synthesize knowledge and experience from previous coursework in the major. Assessment of the students' knowledge of history, issues, problems, and trends will be a focus. A major research project is required. Prerequisite: Senior HHP majors; COM 100; WRI 101. (Spring)

HSC- Health Science

110. Foundations of Professional Practice (1 sem. hr.). This course is designed to expose students to the foundational behaviors expected of healthcare professionals and the concepts related to evidence based medical practice. Prerequisites: Freshman or Sophomore standing; ATR, HHP, HSC, SPO majors only, others by permission. (Fall/Spring)

150. Medical Terminology (1 sem. hr.). This course is designed to expose the student to basic medical terminology that will provide a foundation for interpretation, documentation, and oral communication within the medical field. The course will focus on medical word parts (prefix, roots and suffixes), integumentary, skeletal, muscular, nervous, cardiovascular, respiratory. Students with credit in ATR 150 may not receive additional credit in this course. Prerequisites: Freshman or Sophomore standing; ATR, HHP, HSC, SPO majors only, others by permission. (Fall, Spring)

260. Medical Imaging Basics (1 sem. hr.). This course is designed to provide an introduction to the field of diagnostic medical imaging. The course also stresses the importance of radiation safety, ethics and legal considerations, as well as professionalism. This course includes both lecture and practical laboratory applications. Prerequisite: ATR 213. (Spring)

290. Applied Pharmacology and Pathology (R)(W) (3 sem. hrs.). The student will gain knowledge on pharmacological applications including indications, contraindications, precautions, interactions, and governing regulations relevant to the treatment of injuries to and illnesses of the physically active population. Students will also gain knowledge in the pathology of injury and disease. Prerequisites: ATR 213. Students with credit in ATR 290 may not receive additional credit in this course. (Spring)

370. Internship in Health Sciences (1- 15 sem. hrs.). This course gives upper-class health science majors an opportunity for academic-related experience central to the student's desired professional setting and career. The internship should enhance the student's intellectual development through the application of knowledge. This program cannot be totally observational. Prerequisites: HSC 150, 290, and approval from the Department Chair. A minimum cumulative grade-point average of 2.5 is required. An internship contract must be completed and on file in the Internship office before registration. This course is required for credit towards the hours required of the HSC major.

390. Applications of Professional Practice (1 sem. hr.). Students will be exposed to the knowledge, skills, 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 learn how to use the breadth of their liberal arts abilities to promote their chosen professional discipline. Students will develop and critique professional documents in preparation for a career in healthcare. Students will prepare a research project proposal in an area of related interest in preparation for requirements in HSC 490. Prerequisite: HSC 110, 150, & 290. Students with credit in ATR 490 or HSC 490 (prior to Fall 2015) may not receive additional credit in this course. (Spring)

425. Healthcare Seminar (R)(P) (2 sem. hrs.). This course is designed to introduce the healthcare student to various medical conditions and disorders. It will involve lectures and discussions led by allied health professionals in different areas of specialization. Prerequisites: COM 100, WRI 101; ATR, HHP, HSC, SPO senior majors only, other by permission. Students with credit in ATR 425 may not receive additional credit in this

course. (Fall)

426. Special Topics in the Health Sciences (1-3 sem. hrs.). The department offers a variety of courses on special health science topics of interest to upper level students and staff. The topics concern areas not traditionally stressed in other department courses. In general, the courses will be offered in response to student demand and within the confines of faculty time. Prerequisites: Junior standing. (Spring and Fall)

477. Kinesiology and Biomechanics of Exercise (3 sem. hrs.). Study of human movement as it pertains to muscular actions, articulations and laws of motion. Emphasis is on the biomechanical factors that affect performance during physical activity. Prerequisite: ATR 213; BIO 235 or 363. Students with credit in ATR 477 or HHP 444 may not receive additional credit in this course. (Fall)

485. Healthcare Administration (R) (2 sem. hrs.). This course will provide the knowledge, skill and values required of the entry-level health care provider to develop, administer and manage a healthcare facility and associated venues providing healthcare of the physically active. Prerequisites: Senior status. Students with credit in ATR 485 may not receive additional credit in this course. (Spring)

487. Exercise Physiology (R)(W)(N) (3 sem. hrs.). An examination of the scientific basis of human physiology in relationship to acute and chronic bouts of exercise, physical activity, and work. Sample topics to be covered will be energy transfer in the body during exercise, neuromuscular, cardiovascular and pulmonary adaptations to exercise; and body composition. Prerequisites: Senior status and BIO 235 or 363. Students with credit in ATR 487 may not receive additional credit in this course. (Spring)

490. Research Methods in Health Sciences (W) (2 sem. hrs.). Students will gain an understanding of research methods used to study 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, and the writing of research reports. The course will also help students develop the critical skills necessary to interpret and to convey research results. Prerequisite: ATR, HSC, HHP and SPO seniors only; COM 100; WRI 101. Students with credit in ATR 490 may not receive additional credit in this course. (Fall)

ITS-International Studies

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

401, 402. Independent Study (1 to 4 sem. hrs.). With the instructor's approval the student may do independent reading or research.

409. Capstone Research Seminar. (3 sem. hrs.). A seminar experience for juniors and seniors majoring or minoring in International Studies that closely examines the contemporary global milieu. Each student will write review essays and work on a semester portfolio or research paper. Prerequisite: ITS major, or minor, or permission of instructor. Open to juniors and seniors. (With permission, this course may be accepted as meeting the capstone requirement for either International Studies or Political Science.) (Spring odd-even years)

LIT-Literature

102. Literary Genres (R)(W)(H) (3 sem. hrs.). Study of techniques of literary analysis applied to the major genres: fiction, poetry and drama; and practice in writing the critical paper. Required of all majors. Students with credit in ENG 102 may not earn credit for this course. Receiving Advanced Placement credit for LIT 102 does not include credit for or exemption from WRI 101. Prerequisite: WRI 101, exemption exam, or Honors Program. (Spring)

151. Literary Theme: The Individual Versus Society (R)(W)(H) (3 sem. hrs.). The examination—in reading, writing and speaking—of a theme of perennial importance in world and U.S. literature. Students with credit in ENG 151 may not earn credit for this course. (Fall, odd-even years; Spring, even-odd years)

152. Literary Theme: Literature Into Film (R)(W)(H) (3 sem. hrs.). Exploration of works of literature which have been adapted for film. After reading and analyzing the literary texts, we will examine the film adaptations of each work. The reading list will include the genres of drama, the short story, and the novel. Students will gain insight into the creative processes of writing and filmmaking and a greater appreciation of how the written word morphs into a visual art form. Students with credit in ENG 152 may not earn credit for this course. (Fall, even-odd years; Spring, odd-even years)

153. Literary Theme: Fantasy (R)(W)(H) (3 sem. hrs.). The examination—in reading, writing and speaking—of the theme of fantasy in world and U.S. literature. Will include study of classic and contemporary fantasy literature, along with works pushing the edges of the genre. Students with credit in ENG 153 may not earn credit for this course. (Fall, odd-even years; Spring, even-odd years)

155. Literary Theme: Literature and Nature (R)(W)(H) (3 sem. hrs.). The examination—in reading, writing and speaking—of the theme of nature in world and U.S. literature. Recommended as partial fulfillment of Heidelberg's Humanities requirement. (Fall, even-odd years; Spring, odd-even years)

205. Literature of the Ancient World (R)(W)(H)(G) (3 sem. hrs.). Study of biblical, classical and medieval works with focus on such genres as the comedy, the epic, and the tragedy. Prerequisites: Sophomore, Junior, Senior status; select first-year students by permission with a previous ENG, WRI or LIT course. Students with credit in ENG 205 may not earn credit for this course. (Fall, even-odd years)

206. Literature of the Modern World (R)(W)(H)(G) (3 sem. hrs.). Study of literature from ethnic, multicultural

and global traditions. Students with credit in ENG 206 may not earn credit for this course. (Fall, odd-even years)

221. British Literature to 1798 (R)(W)(H) (3 sem. hrs.). Study of the literature of England in the Medieval age, the Renaissance and the Neoclassical period. Students with credit in ENG 221 may not earn credit for this course. (Fall, odd-even years)

222. British Literature, 1798 to the Present (R)(W)(H) (3 sem. hrs.). Study of the literature of England in the Romantic Age, the Victorian period and the 20th century. Students with credit in ENG 222 may not earn credit for this course. (Fall, even-odd years)

231. American Literature to 1860 (R)(W)(H) (3 sem. hrs.). Examination of the literature of the colonial and Romantic periods. Students with credit in ENG 231, 321 may not earn credit for this course. (Spring, odd-even years)

232. American Literature, 1860 to the Present (R)(W)(H) (3 sem. hrs.). Study of writers beginning with the Realistic and Naturalistic periods. Students with credit for ENG 232, 322 may not earn credit for this course. (Spring, even-odd years)

291. Introduction to Literary Theory (R)(W)(H) (3 sem. hrs.). Introduction to the writing, theory and research practiced by academic scholars in literary studies. Includes study of academic standards, professional secondary source materials, and research resources. Required of all English majors and minors. The English department strongly recommends that students complete LIT 291 before attempting 300-level literature courses. Students with credit in ENG 291 may not earn credit for this course. Prerequisites: COM 100; WRI 101, exemption exam or Honors Program; one course in LIT beyond 102 or WRI beyond 101, and an English major/minor and Education Majors: AYA (Language Arts). (Spring)

300. Special Topics in Literature (3 sem. hrs.). Selected topics in literature and literary criticism. This course may be repeated once with a different subtitle. Prerequisite: WRI 101, exemption exam, or Honors Program.

306. African American Literature (R)(W)(H)(G) (3 sem. hrs.). Survey of varied African-American oral and written texts, including drama, fiction, personal narrative, poetry, and musical forms. Students with credit in ENG 306 may not earn credit for this course. Prerequisite: WRI 101, exemption exam, or Honors Program. (Spring, odd-even years)

307. Literature by Women (R)(W)(H)(G) (3 sem. hrs.). Study of literature written by women from North America and around the globe. Students with credit in ENG 307 may not earn credit for this course. Prerequisite: WRI 101, exemption exam, or Honors Program. (Spring, even-odd years)

330. Studies in the Novel (R)(W)(H) (3 sem. hrs.). Examination of the novel as a world genre, including such writers as Atwood, Dostoyevsky, Faulkner, Hesse, and Woolf. This course may be repeated once with a different subtitle. Prerequisite: WRI 101, exemption exam, or Honors Program. (Fall, even-odd years)

340. Major World Author (R)(W)(H)(G) (3 sem. hrs.). Focused study of a single world author, beginning with the Ancients through the Contemporary period. This course may be repeated once with a different subtitle. Prerequisite: WRI 101, exemption exam, or Honors Program. (Fall, odd-even years)

346. Shakespeare (R)(W)(H) (3 sem. hrs.). Study of several Shakespearean plays. Students with credit in ENG 346 may not earn credit for this course. Prerequisite: WRI 101, exemption exam, or Honors Program. (Fall, even-odd years)

350. Studies in British Literature (R)(W)(H) (3 sem. hrs.). Focused study of a period, movement, genre, or author in British Literature. This course may be repeated once with a different subtitle. Prerequisite: WRI 101, exemption exam, or Honors Program.. (Fall, odd-even years)

355. Studies in American Literature (R)(W)(H) (3 sem. hrs.). Focused study of a period, movement, genre, or author in American Literature. This course may be repeated once with a different subtitle. Prerequisite: WRI 101, exemption exam, or Honors Program. (Spring, even-odd years)

360. Studies in World Literature (R)(W)(H)(G) (3 sem. hrs.). Focused study of a period, movement, genre, or problem in World Literature. This course may be repeated once with a different subtitle. Prerequisite: WRI 101, exemption exam, or Honors Program. (Spring, odd-even years)

MED-Media

126. Video Game Production (F) (3 sem. Hrs.). This course will give students a theoretical and hands-on understanding of video game development. Students will be introduced to video game history, art, design, programming, management, ethical issues and distribution. The course will include various software tools that are critical in the video game production process. Students will create their own video games that will serve as a final project. (Fall)

156. Media and Culture (W)(S) (3 sem. hrs.). Survey of the development of media forms and their functions within and influences on (and beyond) U.S. culture, including newspapers, television, film, sound recordings, advertising, and public relations, focusing on media literacy. (Fall)

161. Media Focus: Film (F) (3 sem. hrs.). Introduction to film, including development and current trends. Students with credit for MED 256 will not also receive credit for 161. (Spring on a rotating basis)

162. Media Focus: Television (R)(H) (3 sem. hrs.). Introduction to television, including development and current trends. (Spring on a rotating basis)

163. Media Focus: Online Media (R)(H) (3 sem. hrs.) Introduction to online media, including development and current trends. (Spring on a rotating basis)

164. Media Focus: Advertising and Public Relations (R)(H) (3 sem. hrs.) Introduction to advertising and public relations, including development and current trends. (Spring on a rotating basis)

171. Digital Storytelling (F) (2 sem. hrs.). Instruction and practice in creating content for various platforms, such as websites, social media, and mobile devices. (Fall)

205. Media Writing (W) (3 sem. hrs.). Instruction and practice in writing for print, broadcast, and social media, including basic journalism, advertising, public relations, script writing, and blogging techniques. (Fall)

304. Public Relations (R)(W) (3 sem. hrs.). Study of public relations messages and their effects, including practice in writing/preparing public relations plans and publicity materials. Students with credit for PBR 358 will not also receive credit for MED 304. Prerequisites: MED 205. (Spring of even-odd years)

307. Sight, Sound, and Motion (F) (3 sem. hrs.) Instruction and practice in audio and video production, focusing on functional and aesthetic choices, including lighting, color, framing, and sound elements. Students with credit for MED 226 will not also receive credit for MED 307. Prerequisites: COM 209 and MED 205. (Spring of even-odd years)

312. Advanced Media Writing: Journalism (W) (3 sem. hrs.) Instruction and practice in journalistic writing; possible topics include features, columns, and editorials. Students with credit for MED 212 will not also receive credit for 312. Prerequisite: MED 205. (Spring on a rotating basis)

313. Advanced Media Writing: Scripts (W) (3 sem. hrs.) Instruction and practice in script writing; possible topics include short films, television scenes, and news packages. Prerequisite: MED 205. (Spring on a rotating basis)

314. Advanced Media Writing: Advertising and Public Relations (W) (3 sem. hrs.) Instruction and practice in advertising and public relations writing; possible topics include public service announcements, print ads, and press releases. Prerequisite: MED 205. (Spring on a rotating basis)

315. Advanced Media Writing: Online Media (W) (3 sem. hrs.) Instruction and practice in online media writing; possible topics include blogs, tweets, and wikis. Prerequisite: MED 205. (Spring on a rotating basis)

322. Media Criticism: Film (F) (3 sem. hrs.). Study and application of the theories used to critically analyze film. Students with credit for MED 255 will not also receive credit for 322. Prerequisite: MED 156 or one of MED 161, 162, 163, or 164. (Fall on a rotating basis)

323. Media Criticism: Television (H) (3 sem. hrs.). Study and application of the theories used to critically analyze television content. Students with credit for MED 356 will not also receive credit for 323. Prerequisite: MED 156 or one of MED 161, 162, 163, or 164. (Fall on a rotating basis)

324. Media Criticism: Online Media (H) (3 sem. hrs.). Study and application of the theories used to critically analyze online media content. Prerequisite: MED 156 or one of MED 161, 162, 163, or 164. (Fall on a rotating basis)

325. Media Criticism: Popular Culture (R)(W)(H) (3 sem. hrs.). Study and application of the theories used to critically analyze popular culture texts and practices (including holidays, rituals, celebrities, heroes, language, fashion, and sports as they are experienced through the media). Students with credit for COM 346 will not also receive credit for MED 325. Prerequisite: MED 156 or one of MED 161, 162, 163, or 164. (Fall on a rotating basis)

345. Selected Topics (1-3 sem. hrs.). Study of selected topics in media. (Offered occasionally)

357. Media Management Examination of factors related to media management, including organizational structures, leadership, sales, and advertising. Students with credit for MMG 357 will not also receive credit for MED 357. Prerequisites: MED 156. (Spring of odd-even years)

369. Practicum. On-campus practical media experience to be chosen from one, two or all of MED 369A, 369B or 369C. May be repeated for a combined total of no more than 6 sem.hrs.

369A. Newspaper Practicum (1 to 3 sem. hrs.). Contribute to The Kilikilik student newspaper; contributions could include writing, editing, photography, layout, and/or illustrations. Arranged with The Kilikilik advisor. (Fall and Spring)

369B. Radio/TV Practicum (1 to 3 sem. hrs.). Contribute to WHEI-FM, WHEI-TV, and/or other Media Communication Center initiatives; contributions could include on-air talent, data entry, graphics creation, lighting, and/or camera operation. Arranged with the Media Communication Center Director. (Fall and Spring)

369C. Self-Designed Media Practicum (1 to 3 sem. hrs.). Student-proposed on-campus practical media experience. Arranged with a designated faculty member in the Department of Communication and Media. (Fall and Spring)

370. Internship (1 - 15 sem. hrs.). Off-campus practical media experience. May be repeated for a total of no more than 15 sem. hrs. Prerequisite: Departmental permission required. (Fall and Spring)

375. Media Law and Ethics (3 sem. hrs.). Examination of principles and case studies related to such legal and ethical issues as prior restraint, corporate and commercial speech, libel and slander, obscenity, and intellectual property. (Spring of odd-even years)

451, 452. Independent Study (1-3 sem. hrs.). Individual research under the direct supervision of a departmental faculty member. Opportunity for advanced work in any of the media areas of special interest to the student. Prerequisite: Permission of the instructor. (Fall and Spring)

MGT-Management

300. Principles of Management (W)(S) (3 sem. hrs.). The objective of this course is to provide a broad spectrum of management theory and introduce general concepts of strategic planning, decision making, organizing, managing human resources, communicating, motivating and leading, management control, and operations management. Prerequisite: ACC 201, ECO 251, 252, MTH 115, 210, WRI 101, COM 100, with a C- or better in each

class; or ACC 201, ECO 251, 252, MTH 115, 210, WRI 101, COM 100, and HHP 230; or ACC 201, ECO 251, 252, MTH 115, 210, WRI 101, COM 100, and MED 156. Students with BAE 407 credit will not receive additional credit for this course. (Fall, Spring)

320. Organizational Behavior (R) (3 sem. hrs.). A human relations approach to personnel selection and development, human engineering and motivation, supervision and work efficiency, individual and group behavior in business organizations, evaluation and testing, organizational development and control. Prerequisite: Completion of MGT 300 with a C- or better. Students with BAE 407 credit will not receive additional credit for this course. (Spring)

340. Human Resources Management (R)(W) (3 sem. hrs.). The responsibilities, activities, and the laws which affect Human Resources function in current American business. Prerequisite: Junior standing. Declaration of any business concentration or the no concentration option, Completion of MGT 300 and 320 with a C- or better in each class. Students with BAE 408 credit will not receive credit for this course. (Fall)

360. Operations Management (3 sem. hrs.). An introduction to operations management principles and production systems. An emphasis on management decision-making in the design and control of systems responsible for the productive use of resources in the development of products or services. Prerequisite: Junior standing. ACC 201, ECO 251, ECO 252, MTH 115, MTH 210, WRI 101, COM 100, with a C- or better in each class; or ACC 201, ECO 251, ECO 252, MTH 115, MTH 210, WRI 101, COM 100, and HHP 230; or ACC 201, ECO 251, ECO 252, MTH 115, MTH 210, WRI 101, COM 100, and MED 156. Students with BAE 360 credit will not receive additional credit for this course. (Fall, Spring)

420. Current Issues and Practices in Management (3 sem. hrs.). The objective of this course is to improve upon student performance in his or her first professional managerial experience. Topics may include but are not limited to: Strategic planning and project planning, Interpersonal skills, Teamwork and other working relationships, The importance of tenacity, Thinking outside the box / creative problem solving, Dealing with ambiguity, Dealing with ethical challenges, Making management decisions, Handling financial responsibility, Leadership skills and challenges. Prerequisites: Declaration of any business concentration or the no concentration option, Completion of MGT 300, 320, and 340 with a C- or better. (Spring)

490. Strategic Management (Q)(W) (3 sem. hrs.). Teaches students how to administer business organizations, including strategy formulation, implementation, and executive control with exposure to business cases. Prerequisites: Senior standing, Declaration of any business concentration or the no concentration option, BAE 318, ECO 352, FIN 301, MGT 300, MGT 360, MKT 302, with a C- or better in each class. This course meets all the requirements for the senior capstone experience for the major in Business Administration. Students with BAE 401 credit will not receive additional credit for this course. (Fall, Spring)

MKT-Marketing

302. Marketing (R)(W) (3 sem. hrs.). A managerial approach to the marketing function in a business or not-for-profit organization. Covers market strategy planning and the marketing mix of place, price, product, and promotion in relation to the customers and/or clients. Prerequisite: ECO 251, WRI 101, COM 100, with a C- or better in each class. Students with BAE 359 credit will not receive additional credit for this course. (Fall and Spring)

325. Consumer Behavior (W)(S) (3 sem. hrs.). This course is designed to present an overall view of the factors influencing consumer action, consumerism, and current theories of consumer behavior based on factors such as motives, attitudes, dissonance, psychological and social influences. Prerequisite: Declaration of any business concentration or the no concentration option, Completion of MKT 302 with a C- or better. (Spring)

345. Personal Selling (3 sem. hrs.). Analysis of the theory and practice of personal selling within the context of relationship marketing and sales force automation. Topics include goal setting, prospecting, time/territory management, questioning, presentations, objections, commitment and customer service, and simulations of selling situations. Prerequisites: Declaration of any business concentration or the no concentration option. Completion of MKT 302 with a C- or better. (Fall)

410. Integrated Marketing Communications (3 sem. hrs.). Examines key principles, strategies and tactics of Integrated Marketing Communications (IMC). IMC manages a brand's promotional communications holistically. IMC is used by managers for planning, execution and evaluation. Multiple promotional methods and media are conceptualized and developed (advertising, sales promotion, direct marketing, public relations, social media) in a coordinated manner as part of a brand's overall promotion. IMC recognizes the synergies across the different promotional approaches and considers the perspective of all relevant stakeholders in such a way that brand value is maximized. Prerequisites: Declaration of any business concentration. Completion of MKT 302 and either MKT 325 or 345 with a C- or better. (Fall)

435. Current Issues and Practices in Marketing (3 sem. hrs.). This course provides in-depth study of specific topics within the marketing discipline. Topics may include but are not limited to: Marketing Ethics, Pricing, Social Influence Strategies, and Service Marketing. Prerequisites: Declaration of any business concentration or the no concentration option, Completion of MKT 302, 325, and 345 with a C- or better. (Spring)

MTH-Mathematics

090. Mathematics Refresher (3 sem. hrs.). This course is designed to review topics from arithmetic and elementary algebra. It is the goal of this course to prepare the student who comes to Heidelberg with mathematics deficiencies to enter MTH 115, Quantitative Reasoning. Major emphasis will be given to applications in business, the natural sciences and the social sciences. This course does not fulfill any degree requirements of any major. A student taking this course will need an additional three hours to graduate.

Placement into this course will be determined by placement testing and evaluation of high school transcript. (Fall and Spring)

115. Quantitative Reasoning (Q) (3 sem. hrs.). This course will cover a broad range of topics with emphasis given to applications in business, the natural sciences and the social sciences. Topics include the basics of set theory, functions, systems of linear equations and inequalities, linear programming, permutations, combinations, probability and descriptive statistics. It is a goal of this course to improve skills in problem solving and the ability to think quantitatively. This course does not fulfill any requirements of the mathematics major. A scientific calculator is required. Prerequisite: Recommendation of the Mathematics Department or successful completion (C- or better) of MTH 090. (Fall and Spring)

117. Mathematics for Elementary Education I (3 sem. hrs.). Topics covered are set theory, numeration systems, estimation, number theory, counting procedures (permutations and combinations), geometry and measurement. Problem solving, communication skills and critical thinking will be emphasized in the treatment of all topics. This course does not fulfill any requirements of the mathematics major. Prerequisites: Completion of (or current enrollment in) EDU 200 and successful completion of MTH 090 (C- or better) or placement by the Mathematics Department. (Fall)

118. Mathematics for Elementary Education II (3 sem. hrs.). Topics covered are the study of the real numbers including integers, rational numbers, decimals and percents with applications; analytic geometry; probability and statistics. Problem solving, communication skills and critical thinking will be emphasized in the treatment of all topics. This course does not fulfill any requirements of the mathematics major. Prerequisite: MTH 117. (Spring)

121. Elementary Functions (Q) (3 sem. hrs.). Study of elementary functions, their graphs and applications, including polynomials, rational functions, algebraic functions, exponential, logarithmic and trigonometric functions and plane analytic geometry. This course does not fulfill any requirements of the mathematics major, nor does it fulfill the prerequisite requirement for MTH 210. A graphing calculator is required Prerequisite: Recommendation of the Mathematics Department, or MTH 115. (Fall and Spring)

210. Elementary Statistics (Q) (3 sem. hrs.). The purpose of this course is to introduce the student to statistical methods and techniques with emphasis given to applications in business, the natural sciences, psychology, and the social sciences. Topics include probability distributions, hypothesis testing (large and small sample), Chi-Square test, ANOVA, correlation and regression and nonparametric testing. This course does not fulfill any requirements of the mathematics major. A graphing calculator is required (TI-83+, TI-84+, or equivalent). Prerequisite: MTH 115 or 118. (Fall and Spring)

222. Calculus I (Q) (3 sem. hrs.). The development of the concepts of limit, continuity and derivatives, and the associated computational techniques. Applications to the study of motion, optimization, and related concepts in other areas of the natural and social sciences are included. A graphing calculator is required Prerequisite: Placement or MTH 121. (Fall and Spring)

223. Calculus II (3 sem. hrs.). The development of the concepts of the definite and indefinite integral, the fundamental theorem of calculus, applications to area, volume and related physical concepts, use of integrals to extend our knowledge of the transcendental functions: logarithmic, exponential and inverse trigonometric functions. A graphing calculator is required. Prerequisite: MTH 222. (Fall and Spring)

302. Ordinary Differential Equations (3 sem. hrs.). Solutions of differential equations of the first order and first degree, singular solutions, linear differential equations, integration in series, systems of equations and Laplace transforms. Prerequisite: MTH 223. (Fall of odd-even years)

303. Linear Algebra (3 sem. hrs.). Finite-dimensional vector spaces, matrix theory, linear transformations, systems of linear equations and quadratic forms. A graphing calculator is required. Prerequisite: MTH 222. (Spring of odd-even years)

305. College Geometry I (3 sem. hrs.). A study of finite geometries and graph theory, the axiomatic development of Euclidean geometry, and a brief introduction to non-Euclidean geometry. The course also presents the history of the development of both Euclidean and non-Euclidean geometry. A graphing calculator is required. Prerequisite: MTH 223. (Spring of odd-even years)

306. College Geometry II (3 sem. hrs.). A study of non-Euclidean geometry which includes projective and hyperbolic geometry. Prerequisite: MTH 305. (Offered on demand)

307. Calculus III (3 sem. hrs.). Advanced techniques of integration, sequences and series, parametric and polar coordinates, vector and analytic geometry of three dimensions. A graphing calculator is required. Prerequisite: MTH 223. (Fall)

308. Calculus IV (3 sem. hrs.). Vector-valued functions and curves in 3-space, functions of several variables and partial derivatives, multiple integrals and applications. If time allows, additional topics in vector analysis will be covered. A graphing calculator is required. Prerequisite: MTH 307. (Spring)

310. Introduction to Numerical Analysis (3 sem. hrs.). An introduction to the computer techniques and algorithms used to solve numerical problems. Number representation, roots of nonlinear equations, numerical integration, linear systems, numerical solution of differential equations, Monte Carlo methods, simulation and curve fitting. Prerequisites: MTH 307 and CPS 201. (Fall of even-odd years)

312. Introduction to Mathematical Statistics (3 sem. hrs.). Probability theory; moments; binomial, normal, student's t, Poisson and Chi square distributions; random sampling; hypothesis testing and non-parametric tests. Prerequisite: MTH 223. (Spring of even-odd years)

321, 322. Independent Study (2 sem. hrs.). Open to juniors or seniors of proven ability. Topics chosen from the

field of analysis, algebra, topology, geometry or number theory according to a student's interest. A maximum of four hours is permitted. (Offered on demand)

390. Mathematical Communication Skills (1 sem. hr.). Students will learn to use appropriate terminology and notation in writing and speaking about mathematical ideas, proofs, and journal articles. Students will be required to attend a talk outside of scheduled class hours. Prerequisite: Must be taken concurrently with MTH 302, 303, 305, 308, or 312; COM 100; WRI 101. Open to juniors and seniors. (Offered on demand)

401. Abstract Algebra (3 sem. hrs.). Introduction to the concepts of modern algebra, particularly those of group, ring, integral domain and field. Includes applications to number theory. Prerequisite: MTH 308. (Spring of even-odd years)

402. Topology (3 sem. hrs.). An introduction to point set topology, topological and metric spaces and their properties. Prerequisite: MTH 308. (Fall of odd-even years)

403. Complex Analysis (3 sem. hrs.). Algebra and geometry of complex numbers and analytic functions. Cauchy's theorem and formula, contour integration and conformal mapping. Prerequisite: MTH 308. (Spring of odd-even years)

404. Real Analysis (3 sem. hrs.). Introduction to real variable theory; construction and completeness of the real numbers; set theory; continuity, differentiability and measurability. Prerequisite: MTH 308. (Fall of even-odd years)

475, 476. Honors Course (3 sem. hrs.). (Offered on demand) Series available to achieve Departmental Honors.

490. Math Capstone (1 sem. hr.). This course will satisfy the capstone requirement for the math major. Students will conduct a research project on an instructor's approved topic and present results in written and oral form. Prerequisites: COM 100; ENG 101. Co-requisite: MTH 401, 402, 403, or 404. Open to juniors and seniors. (Offered on demand)

MUS–Music

001, 002. Instrumental Ensemble (1 sem. hr.). Two semesters of Instrumental Ensemble (1 of band and 1 of orchestra) are required for all non-instrumental music education majors. This requirement must be completed prior to student teaching.

005. Music Education lab (0 semester hrs.). Bi-weekly laboratory meeting emphasizing pedagogical methods, professional development, and the development of teaching skills in music classrooms at all levels. Lab includes observation of practice teaching, reflection upon personal skills, and sharing of teaching experiences. (Fall, Spring)

091. Piano Proficiency Level I (0 sem. hrs.). All music majors must demonstrate a level of piano proficiency appropriate to their degree program as a graduation requirement. The piano proficiency evaluates proficiency in the following areas: technique, sight-reading, chord progressions, melody harmonization, and solo repertoire. The MUS 091 Piano Proficiency is required for music majors in the following degree programs: Bachelor of Music: Performance, Music Industry, Theory/Composition, Bachelor of Arts/Science degree with a music major. Students in these programs should sign up for MUS 091 during the semester that they take MUS 186, Piano Class II. Students in the Theory/Composition program must pass the MUS 091 proficiency before registering for MUS 339, Piano for Composition Majors. Students in the BA/BS programs must pass the proficiency as a graduation requirement. Open to music majors only.

092. Piano Proficiency Level II (0 sem. hrs.). All music majors must demonstrate a level of piano proficiency appropriate to their degree program as a graduation requirement. The piano proficiency evaluates proficiency in the following areas: technique, sight-reading, accompanying, chord progressions, melody harmonization, melody transposition and solo repertoire. The MUS 092 Piano Proficiency is required for music majors in the following degree programs: Bachelor of Music: Music Education (All Areas); Performance: Piano or Organ. Students in these programs should sign up for MUS 092 during the semester that they take MUS 285, Piano Class III. Music Education majors must have a grade of P for their MUS 092 proficiency before beginning MUS 373/374. A grade of P must be recorded before registering for student teaching.

100. Major Ensemble (F) (1 sem. hr.).

105. Fundamentals of Music (F) (2 semester hours, 3 contact hours, class plus lab). An introduction to the basic elements of reading and writing music: scales, intervals, triads, seventh chords. Related skills in sight-singing, aural training, keyboard will also be introduced. This course does not fulfill any degree requirements for music majors or minors. (Fall)

107. History and Literature of Classical Music (2 sem. hrs.). Introductory survey of the development of musical style, focusing on historic, cultural and social influences on music expression, composition and genres during the Classical period (approximately 1750–1825.) Each compositional technique will be explored with score study and listening examples. The course examines music primarily through listening, but a limited understanding of music notation is useful but not required. (Spring)

110. Introduction to the Teaching of Music and Related Careers (W) (2 sem. hr.). Introduction to methods and techniques of teaching music to students ages 3–21, including the development of reading skills and beginning assessment skills. Introduction to the Ohio Curriculum model for music instruction. (Spring)

115. Teaching and Performing with Technology (1 semester hour; 2 contact hours, class plus lab). An overview of music technology resources for the use of the professional teacher and musician. Students will gain access and direct experience with a variety of music technologies, selected from the following areas: electronic music instruments, music production (recording), music notation, technology-assisted learning, and classroom

tools. The course is offered for music majors; non-majors may only take the course with the permission of the instructor. (Fall, spring.)

118. Italian and German Diction (2 sem. hrs.). Study of pronunciation by means of the International Phonetic Alphabet (IPA) especially as it pertains to lyric diction. Students will also receive thorough grounding in rules for pronunciation in Italian and German, with special emphasis given to performance of song literature. (Spring of even-odd years)

121–22, 221–222. Music Theory I–IV (MUS 121–22, 221: 2 semester hours per course, 3 contact hours. MUS 222: 2 semester hours, 2 contact hours.). This four-semester sequence of courses examines the fundamental principles of music in a variety of styles. The historical evolution of musical devices and the relation of past contemporary musical thought are emphasized. Written and analytical skills are developed in melody, harmony, rhythm, counterpoint and form. Music majors must enroll in both the music theory and the aural skills sequence concurrently. Theory courses must be taken in sequence; satisfactory completion of each course in the sequence is required before the next course is taken.

123–24, 223–24. Aural Training I–IV (MUS 123–4, 223: 2 semester hours per course, two contact hours. MUS 224: 1 semester hour, two contact hours.). This four-semester sequence of courses develops skills in sight singing and aural training. Graded exercises in rhythm and pitch reading, both prepared and at sight, to advance basic music reading skills; exercise work in aural training includes identification of traditional/contemporary harmony, chord progressions, and melodic/rhythmic dictation. Music majors must take both the aural skills and music theory sequences concurrently. Courses must be taken in sequence; satisfactory completion of each course in the sequence is required before the next course is taken.

125–126. Major Performance Area Instruction (1–3 sem. hrs.).

127–128. Non-Major Performance Area Instruction (F) (1–2 sem. hrs.).

141. Opera Workshop (F) (0 sem. hrs.). Instruction and experience in the fundamentals of opera performance and production, including stage movement, role preparation and opera characterization with a final project of an evening of excerpts from the Musical Drama repertoire. (Spring)

142. Opera and Musical Theatre (0–1 sem. hrs.). Instruction and experience in performance and production of a full opera or musical theatre performance. Specific attention to musical and character preparation of a complete opera or musical theatre role and production problems of mounting a full production. This course is reserved for chorus, and small principal roles within an opera or musical theatre. This course may be repeated for credit up to four times. Prerequisites: By audition or permission of the instructor only. (Fall)

149. Understanding and Enjoying Music (F) (2 or 3 sem. hrs.). Basic course designed to enable students to appreciate the great works of musical art. Practical knowledge of music is achieved through a variety of guided listening and lecture experiences. Designed for non-music majors. Music Majors will not receive elective credit for this course. (Spring even-odd years)

151. American Musical Theater (F) (3 sem. hrs.). This course explores the history and development of American Musical Theater as a unique art form, from its origins in opera and operetta, to contemporary Broadway-style productions. It will include the historical development of musical theater, with emphasis on its relation to American culture. It will examine the evolution of plot, lyrics, and musical styles in both comedy and drama. Students will have direct experience with musical theater by viewing live and recorded performances. (Fall, odd-even years)

152. American Popular Music (F) (3 sem. hrs.). This course explores the roots, history, and development of popular music forms in the United States, from the early influences of Vaudeville and Tin Pan Alley, through early rock 'n' roll, the effects of the "British Invasion" on American music, the rise of "Country" music, and other contemporary styles. The course will have an emphasis on the relationship of the music to American culture. Students will have direct experience with listening to, analyzing, and possibly creating popular forms of music. (Spring, even-odd years)

153. Music in the Movies (F) (3 sem. hrs.). An introduction to the history and development of music in film, from the Silent era through contemporary cinema. Through readings, lecture, class discussion and film viewing, students will begin to understand the relationship between music and the visual images that are presented on the screen. The course will also demonstrate how musical styles change and expand in the service of this relationship. (Spring, odd-even years)

154. Jazz in America (F) (3 sem. hrs.). This course explores the history and development of jazz music, including blues, gospel, African forms, and other popular music which contributed to the development of jazz. It will trace the historical growth of jazz, with an emphasis on jazz styles as a reflection of American culture. It will also examine the effects of segregation and racism on the growth of jazz, and the seminal role of African-American musicians in jazz history. The improvisatory nature of jazz will be explored, and students will attend live performances and have direct experience with jazz improvisation. (Fall, even-odd years)

159. Introduction to Music Technology (3 sem. Hrs.). An overview of the field of music therapy, including the scope and uses of music therapy, working with diverse populations and the social scope of therapy, professional programs in music therapy, skills and characteristics required by music therapists, and a variety of approaches to therapeutic musical practices. (Fall, odd-even years)

161. Composing with Digital Music Technology (2 sem. hrs.). Introduction to the basic principles of synthesis through the use of contemporary software programs. Studies in the course will include elementary principles of musical sound and acoustics as they apply to the production of electronic music. Students will undertake creative assignments related to the development of skills in sequencing and sampling. Completion of MUS 121–

124 strongly recommended. Prerequisite: MUS 115 or permission of the instructor.

163. Beginning Voice Class (1 sem. hr.). Fundamental vocal technique for singing, especially for the music educator. Introduction to the body for singing, breath mechanics, tonal resonance and registration, diction for singing, vocal health. Practical application of technique to beginning song literature. One lecture and one lab session per week. Prerequisite: Open only to non-voice Music Education Majors. (Fall)

185/186 & 285. (2 sem. hrs.) & **286** (1 sem. hr.). **Piano Class.** This sequence emphasizes the development of keyboard skills needed in the public classroom, college classroom and private studio, for accompanying and for basic musicianship. Technique, sight-reading, accompanying, harmonization of melodies, transposition, score reading, improvisation and ensemble playing are included. The piano proficiency (MUS 091, 092), a graduation requirement for all music majors, will be taken in conjunction with this sequence. Open to Music Majors or Music Minors only. Courses must be taken in sequence.

200. Major Ensemble (F) (1 sem. hr.).

209. Eighteenth Century Counterpoint (2 sem. hrs.). Study of contrapuntal techniques in periods other than the 16th century, with particular emphasis on Bach's style. Writing of inventions and fugues. Prerequisite: MUS 222, 224 or permission of instructor. (Spring, even-odd years)

211. Journey of the Blues (H) (3 sem. hrs.). This course follows the black experience in America through the music, poetry, and history of its soundtrack, the 12-bar AAB "country" blues. The class will study, perform, and critique blues as they emerged in and around the Mississippi Delta, traveled north to Chicago, and headed out into the white worlds. Students may have the option to participate in a class trip to the Mississippi Delta. Students with credit in Special Topics: Journey of the Blues will not receive additional credit. (Fall)

213. World Music (R)(W)(G) (2-3 sem. hrs.). An introduction to the discipline of ethnomusicology. This course will examine the music of diverse cultures, with a special emphasis on non-western music, both traditional and popular. Social and cultural backgrounds of selected geographical regions will be explored in terms of their influence on musical traditions. Structured listening and performance experiences both in and out of the classroom will enable students to develop an expanded vision of musical style and expression. Background/knowledge in music is very helpful. Recommended background courses for non-majors: MUS 147 or MUS 149; MUS 121.

216. Conducting I (Choral) (R) (2 sem. hrs.). A study of conducting emphasizing leadership skills, listening skills and communication skills. Special attention will be given to conducting gestures, score preparation and rehearsal techniques. Prerequisites: MUS 122, 124; knowledge of the piano and some choral experience recommended. (Spring)

218. Latin and French Diction (2 sem. hrs.). Study of pronunciation by means of the International Phonetic Alphabet (IPA) especially as it pertains to lyric dictation. Students will also receive thorough grounding in rules for pronunciation in Latin and French, with special emphasis given to performance of song literature. Prior instruction in the French language is highly recommended (FRN 101, 102). (Fall of odd-even years)

225-226. Major Performance Area Instruction (3 sem. hrs.).

227-228. Non-Major Performance Area Instruction (F) (1-2 sem. hrs.).

240. Audio Recording and Production (2 sem. hrs.). This course explores the fundamental concepts and practices involved in the recording and production of audio. Students will be introduced to techniques and principles that cover the pre-production, recording, mixing, and mastering processes. Students will have direct experience in a studio environment that will culminate in the completion of an audio project. Students will also have an opportunity to tour a professional-level recording studio. Prerequisite: MUS 115 or permission of the instructor.

241. Opera Workshop (F) (0,1 sem. hrs.). Instruction and experience in the fundamentals of opera performance and production, including stage movement, role preparation and opera characterization with a final project of an evening of excerpts from the Musical Drama repertoire. (Spring)

246. History and Literature of the Romantic and Twentieth Century Periods (W) (3 sem. hrs.) This course is a continuation of MUS 107. Completion of MUS 107 is highly recommended, although not required. MUS 246 is a continuing examination of the means and development of artistic expression, as well as social, cultural, and historical influences on musical composition and literature. Covers the years 1825 to the present. Prerequisites MUS 121, 122. Pre or Corequisites: COM 100, WRI 101. (Fall)

247. History and Literature of the Medieval, Renaissance and Baroque Periods (3 sem. hrs.). A survey of the development of musical style, focusing on historical, cultural, and social influences on musical expression, composition, and literature during the years 450-1750 AD. Relationships to other modes of artistic expression are explored, as well as common influences on artistic development, and the purposes of artistic expression. It is highly recommended that students complete MUS 107 and 246 before taking MUS 247 to gain needed skills in score analysis, but not required. Prerequisite: MUS 121, 122. (Fall)

250. Other Ensembles (0 sem. hr.).

270. Percussion Class (1 sem. hr.). The study of percussion instruments, methods and materials in a class setting. Instructional materials and strategies appropriate to the teaching of middle childhood and AYA. (Spring)

273. Woodwinds Class (1 sem. hr.; class plus lab). This course is designed to prepare music education students to teach beginning and intermediate level students. Teaching and playing competencies are focused on the clarinet and the flute. The study of methodology, instructional planning, and resource materials will be included with techniques for successful instruction. (Fall)

274. Woodwinds Class (1 sem. hr.; class plus lab). This course is designed to prepare music education students to teach beginning and intermediate level students. Teaching and playing competencies are focused on the saxophone, oboe, and bassoon. The study of methodology, instructional planning, and resource materials will be included with techniques for successful instruction. (Spring)

291, 292, 391, 392. Piano Accompanying (1 sem. hr.). Practical acquaintance with literature and technique of accompanying. Requires permission of instructor. (Offered Occasionally)

300. Major Ensemble (F) (1 sem. hr.).

307. Music of the Early Twentieth Century (3 sem. hrs.). Examination of selected composers, compositional techniques and aesthetics trends in music from the first half of the twentieth century. Prerequisite: MUS 222 and 224 or permission of the instructor. Course continuation MUS 308.

308. New Directions in Music (2 sem. hrs.). Examination of selected composers, compositional techniques and aesthetic trends in music of the modern era, with emphasis on music composed since 1945. Prerequisite MUS 222 and 224, or permission of the instructor. MUS 307 is recommended.

309. Counterpoint (3 sem. hrs.). Study of the 16th century polyphony with particular emphasis on the styles of Palestrina and Lassus. Writing of two and three-part motets and mass movements. Prerequisite: MUS 122, 124. (Fall, odd-even years)

310. Counterpoint (2 sem. hrs.). Continuation of Counterpoint 309, culminating in the writing of four-voice and polychoral motets and mass movements. Prerequisite: Counterpoint 309. (Spring, odd-even years)

312. Orchestration and Band Arranging (2 sem. hrs.). Practical orchestration and band arranging. Detailed study is made of scoring for instruments of the modern orchestra and band. Prerequisite: MUS 221 and 223. (Fall)

313. Form and Analysis (2 sem. hrs.). Introduction to analytical theory and its application to practical analysis of selected scores. Prerequisites: MUS 124, 222. (Spring)

316. Conducting II (Instrumental) (2 sem. hrs.). Orchestra and band conducting and rehearsal techniques. Baton technique, with practice in reading from full score. Prerequisites: MUS 122, 124, 216: Knowledge of the piano and some band or orchestral experience desirable. (Fall)

318. Music Industry (3 sem. hrs.). A course designed to integrate the individual music and business courses. Copyright laws; publishing of music; performing rights; manufacturing, distribution, repair and salesmanship of instruments; recording; tapes; the retail store; arts management; etc., are among the subjects covered. (Offered Occasionally)

321. Piano Pedagogy (a) or Literature (b) (2 sem. hrs.; each sem.). Offered alternately. Pedagogy (a) involves the study of pedagogical principles and systems of piano instruction. Literature (b) examines literature for piano and associated keyboard instruction from 18th century to present. Advanced study of either of the above areas may be combined in an Independent Study Course. Literature (b) is required for piano performance majors; both (a) and (b) are required for pedagogy majors. (Offered Occasionally)

322. Organ Literature (2 sem. hrs.). A survey of organ literature in relation to the development of the instrument from the 16th century to the present. Special emphasis is placed on registration techniques and performance practices implicit in the historical evolution of national styles. Limited study is given to pedagogical methods and materials. (Offered Occasionally)

325-326. Major Performance Area Instruction (1-3 sem. hrs.).

327-328. Non-Major Performance Area Instruction (F) (1-2 sem. hrs.).

329-330. The Care and Repair of Instruments (2 sem. hrs.). First semester will be devoted to wind and percussion instruments and the second semester to stringed instruments and piano. (Offered Occasionally)

335. Instrumental Pedagogy and Materials (1 or 2 sem. hrs.). Sections: (a) Brass, (b) Woodwind, (c) String, (d) Percussion. An examination of materials and methodology for the teaching of instrumental music in designated family groupings. Emphasis is given to differing approaches for teaching the instruments in private and group settings, and sources of solo and small ensemble materials. Limited study is given to historical development of the instrumental families. (Offered Occasionally)

336. Choral Literature and Material (2 sem. hrs.). Practical survey of choral literature. Emphasis on historical styles, sources and evaluation of materials, interpretation and repertoire. Prerequisite: MUS 216. (Offered Occasionally)

338. Church Music (2 or 3 sem. hrs.). Designed for church musicians, prospective pastors, and lay persons interested in the use of music in Christian worship. Covers a brief history and philosophy of church music, liturgical music, worship planning, survey of church literature and organization of multiple choir programs. (2 hrs.) Third credit hour is devoted to use of organ in church service, with emphasis in repertoire, service playing, accompanying, and conducting from the console. (1 additional sem. hr.) (Offered Occasionally)

339, 340. Piano for Composition Majors (1 sem. hr.). To develop piano skills commonly used by composers, the course will focus on: scales, basic chord progressions, open score reading (instrumental and choral) which includes playing selected voices, performance of excerpts utilizing one or more transposing instruments as well as alto and tenor clefs, harmonization of melodies at sight including common chromatic harmonies, transposition of single line melodies, harmonic reduction, and figured bass. Sight reading of accompaniments and four-hand music. Preparation of solo literature. Prerequisite: completion of Piano Proficiency.

341. Opera Workshop (F) (0,1,2 sem. hrs.). Instruction and experience in the fundamentals of opera performance and production, including stage movement, role preparation and opera characterization with a

final project of an evening of excerpts from the Musical Drama repertoire. (Spring)

342. Opera and Musical Theatre (1–2 sem. hrs.). Instruction and experience in performance and production of a full opera or musical theatre performance. Specific attention to musical and character preparation of a complete opera or musical theatre role. This course is reserved for principal roles within an opera or musical theatre. This course may be repeated for credit up to four times. Prerequisites: By audition or permission of the instructor only. (Fall)

348. History of Music (2 sem. hrs.). This course deals with five specific periods of music history in depth: Greek Medieval; Early Renaissance; Late renaissance–Baroque; Classic–Romantic and the 20th Century. One period will be offered each year (the first semester will concentrate on composers and the second semester on periods) and will rotate in the above order. Prerequisites: MUS 247 and 248.

350. Other Ensembles (0 sem. hrs.).

359. Chamber Literature for Winds/Strings and Piano (R)(W) (2 sem. hrs.). A survey of the history and criticism of chamber music that involves the piano in combination with wind and string instruments. Prerequisites: MUS 122 and 147. (Offered Occasionally)

363. Music Education in Early Childhood and Elementary School (R) (3 sem. hrs.). A survey of music teaching skills, knowledge, and methods applicable to age 3 through middle school and junior high school. Special attention given to contemporary developments in music education and developmental stages of children. Coursework includes a survey of age-appropriate media and resources for teaching music. Incorporates appropriate Ohio Curriculum models and National Standards for Music Education. Field experience, including observations and live teaching demonstrations, are required. Prerequisites: MUS 216, 222, 224. (Fall)

368. Studio Management (2 sem. hrs.). A course designed to explore the following areas of private teaching studio management: contracts, taxes, budgets, personnel, advertising program development, equipment, physical plant, scheduling and leasing. (Offered Occasionally)

369. Leadership and Entrepreneurship in the Arts (R) (3 sem. hrs.). This course will introduce leadership in the arts as a way of thinking and being. Exploration into what it means to be an entrepreneurial musician/artist with attention to business and personal management skills that are essential to the development of a career will be addressed throughout the course. Self-assessment will help students understand and realize their own strengths and aspirations while also providing an avenue to develop necessary skills for success. Audience development, creative problem solving and leveraging resources are items in a comprehensive overview of skills for pursuing arts ventures. (Offered Occasionally)

370. Music Internship (1 to 6 sem. hrs.). Permission required from chair of department.

371, 372. Brass Class (1 sem. hr.; class plus lab). The study of brass instruments, methods and materials in a classroom setting. Instructional materials and strategies appropriate to the teaching of middle childhood and adolescence. Successful completion of MUS 371 is a prerequisite for MUS 372.

373. Choral Music Education in the Secondary Curriculum (R) (2–3 sem. hrs., variable credit; students in the Instrumental or Keyboard Music Education programs may take the course for either 2 or 3 hours credit; students in the Vocal Music Education program must take the course for three hours credit.). A survey of music teaching skills, knowledge, and methods applicable to the middle age and adolescent choral curriculum. Coursework includes development of reading skills in choral music, materials and procedures for non-performance classes, as well as rehearsal techniques for choral performing organizations. Incorporates appropriate Ohio curriculum models and National Standards for Music Education. Field experience, including observations and live teaching demonstrations, are required. Students taking the course for 3 hours credit will work on specific keyboard skills related to the secondary classroom. Prerequisite: MUS 092, 316, 363. Co-requisite: MUS 374 (Spring)

374. Instrumental Music Education in the Secondary Curriculum (R)(W) (2 sem. hrs.). A survey of music teaching methods applicable to the middle age and adolescent school instrumental curriculum. Coursework includes development of reading skills in instrumental music, as well as rehearsal techniques for instrumental performing organizations. Coursework includes assessment and interpreting research in music education. Incorporates appropriate Ohio Curriculum models and National Standards for Music Education. Field experience, including observations and live teaching demonstrations, are required. Prerequisite: MUS 092, 316, 363. Co-requisite: MUS 373 (Spring)

375. Marching Band Techniques (1 semester hour). An analysis of marching band show design, including historical styles of band shows, choosing and analyzing appropriate music, techniques of field design, computer-assisted design models, and the effective teaching of marching techniques. Students will develop a field show as part of course requirements. (Fall)

379. Strings Class (1 sem. hr.). Fundamental fingering and bowing studies for stringed instruments; violin, viola, violoncello and string bass, with emphasis on class methods and materials, appropriate for early and middle childhood instruction. Introduction to the Suzuki string method. (Fall)

397, 398, 497, 498. Chamber Music (1 sem. hr.). Small ensemble performance for instrumental majors, pianists, vocalists and combinations. Arrangements must be made prior to registration with the appropriate applied teacher.

400. Major Ensemble (F) (1 sem. hr.).

410. Pedagogy (2 sem. hrs.). Practical application of pedagogical principles to study of music theory. (Spring even-odd years)

411. History of Theory (2 sem. hrs.). An examination of the writings of music theorists from antiquity to present, with an emphasis on the development of music theory through various historical periods. (Fall even-odd years)

415. Vocal Pedagogy (2 sem. hrs.). This course will focus on both the technical and practical elements of vocal pedagogy, exploring the basic elements of vocal anatomy, respiration, phonation, resonance, and registration. In addition, the course will discuss the establishing of a private studio and its challenges, ranging from choosing the right repertoire for students to the diagnosis of possible vocal injuries. (Fall of even/odd years)

416, 417. Conducting III (Advanced) (1 sem. hr.). Offered primarily for seniors. Will include score analysis and study of performance practice of major choral and instrumental works. Advanced conducting techniques and concepts. Prerequisite: Conducting 316, or permission of instructor. (Offered Occasionally)

425–426. Major Performance Area Instruction (1–3 sem. hrs.).

427–428. Non-Major Performance Area Instruction (F) (1–2 sem. hrs.).

441. Opera Workshop (F) (0,1,2 sem. hrs.). Instruction and experience in the fundamentals of opera performance and production, including stage movement, role preparation and opera characterization with a final project of an evening of excerpts from the Musical Drama repertoire. (Spring)

450. Other Ensembles (0 sem. hrs.)

490. Composition Portfolio (0 sem. hrs.). Students in the Bachelor of Music program in Composition and Theory will submit a portfolio of their completed compositions to their primary teacher for review and final approval. The portfolio will include compositions that are featured on the student's Junior and Senior recitals, in addition to other selected works and assignments that the student has completed during the program. Students will sign up for this course in the semester that they anticipate completing this degree requirement.

492. Song Literature (2 sem. hrs.). A survey of the solo song repertoire, paying close attention to the seminal composers and poets who most influenced the development and evolution of the art song. (Spring even-odd years)

395, 396, 495, 496. Seminars and Independent Study (1–4 sem. hrs.). Seminars treat areas of study not covered by other theoretical courses. Approach and content of course are flexible, responding both to traditional and contemporary modes of thought. Students with proven ability may undertake projects, compositions, arrangements or performances under supervision of adviser and department chair. Prerequisite: Junior standing in music and permission of department chair.

499. Senior Recital/Project (0 sem. hrs.). Students will prepare a public performance of literature written for their chosen instrumental or vocal area. Along with the required concurrent enrollment in either MUS 425 or 426, this course fulfills the capstone requirement. Prerequisites: COM 100; WRI 101.

NDI–Non-Departmental and Integrated Studies

The University has traditionally provided opportunities for courses which integrate topics from various disciplines. In addition, this category includes courses which bring greater innovation and flexibility to the curriculum. Some of these courses satisfy parts of the General Education Requirements or parts of the requirements for specific majors.

090. Turning Points (1 sem. hr.). Explores strategies for academic success and personal management and techniques for implementation of those strategies. The course focuses on skills and resources necessary to improve academic standing and achieve success in college. Topics include: academic probation policies, goal accomplishment, campus resources, time management, library skills, and academic improvement strategies. This course does not fulfill any degree requirements of any major, nor can it be applied toward hours required for graduation. Placement into this course will be determined by semester GPA. (Fall and Spring)

100. University Studies (1–3 sem. hrs.). Courses designed to complement departmental studies by examining problems which are interdisciplinary in nature or which lie outside the boundaries of the traditional departmental programs. Topics addressed reflect the needs, experience and interest of the faculty and student body.

101. Portfolio Preparation (1 sem. hr.). (Fee)

102. Integrated Liberal Arts (1 sem. hr.). A cultural investigation A seminar offered in conjunction with a themed semester that brings together students and professors from multiple courses and across disciplines for discussion and common experiences. Co-requisite: Students enrolling in NDI 102 must also enroll in at least two courses participating in the themed semester.

105. The Truth About Social Class (R)(S)(W) (3 sem. hrs.). This course provides a means of understanding individuals and society through the lens of economic class. Information about hidden rules and resources develops success skills and enables students to understand and operate effectively with diverse populations in new situations. Assessment, analysis, and planning for change are key components of this course.

106. Introduction to India (3 sem. hrs.). A cultural investigation of the religions, arts and literature of India, concentrating on current social-historical trends.

107. Exploring Chinese Culture (G) (3 sem. hrs.). Brief survey of some of the important themes and ideas in Chinese culture.

112. Women in Art (R)(F) (3 sem. hrs.). Examines the contributions of women to the history of Western art. The achievements of women in painting, sculpture, and the decorative arts are explored in light of historical, cultural and social conditions. Studio practice in techniques associated with the decorative arts (needlework, quilting, basketry, etc.) is included.

113–114. Principles and Methods of Yearbook Production (2 sem. hrs.). This course offers students the opportunity to develop practical skills in writing, photography, digital technology and electronic paste-up while learning the production and marketing methods necessary to create a successful scholastic yearbook. Students enrolled in the course will learn by working as part of the creative team for The Aurora, Heidelberg's yearbook. Fall semester will focus on planning, design and marketing practices associated with creating a yearbook, while spring semester will place more emphasis on production methods. (Fall and Spring)

115. Introduction to Islamic Civilization (3 sem. hrs.). A study of the religion, arts, sciences, literature and cultures of the Islamic world.

116. Career Exploration (1 sem. hr.). This course will provide an overview of the career development process through self-assessment, career exploration and the development of job search techniques. The course is designed to assist students with decision-making and goal setting skills through researching and analyzing career options, exploring the meaning of work as well as trends in the workplace so that they are able to make a successful transition from the university to the working world. (Fall and Spring)

118. Building College Reading Skills (1 sem. hr.). This course is designed to help students build reading skills so that they can use vocabulary in context, recognize main ideas and supporting details, distinguish between facts and opinions, and understand purpose and tone.

120. Latin American Cultural History (1 or 2 sem. hrs.). One-to-two-week trip to Peru, Argentina, or other Latin American nation during vacation period. One credit hour if supplemented with classroom preparation in language, culture and history. Two credit hours if supplemented with a paper.

121. Understanding Geography through a Humanities Approach (R)(G) (3 sem. hrs.). Students will apply the constructivist approach to understanding the five themes of geography. Through a literature rich environment, students will discover how humans interact and connect with their environment in different regions. Students will learn how the movement of people, goods, and ideas shape each region's development as well as identify locations and understand the impact of geography on the culture and characteristics of a region. Students will explore a variety of non-fiction texts, fictional short stories, historical maps, primary photos, and recent news articles. Through technology integration students will collaborate virtually to produce projects that will be shared on a global level. (Fall of even-odd years).

125. Sex and Violence in Fairy Tales (W)(H) (3 sem. hrs.). "Once upon a time": this phrase often evokes the world of fairy tales, a world of danger and magic and "happily ever after." This course focuses on well-known fairy tales of the Brothers Grimm (Snow White, Sleeping Beauty, Cinderella) as well as others less familiar locating them in the 19th-century German culture of their origins and then examining how they became transformed into enduring favorites of U.S. popular culture through their adaptations and transformations. Credit cannot be gained in this course if NDI 366 has been taken.

128. The Learning Process in an Academic Environment (R) (2 sem. hrs.). In this course, the student will develop effective thinking skills so he or she can form a hypothesis, examine and process relevant information, organize research notes, identify main concepts, think logically, understand test and assignments directions, and other relevant skills necessary to develop full potential as a learner and participant in a learning environment.

205. Exploring Leadership and Leadership Theory (3 sem. hrs.). Course will focus on theories, definitions and models of leadership, as well as addressing leading groups, team building, problem solving and negotiation, and leadership in crisis. Students will examine their own personal attitudes towards leadership as well as develop self-awareness in areas relevant to leadership development.

206. Introduction to US/Mexico Border Issues (G) (1–2 sem. hrs.). A study of the cultural, social and political realities affecting the US/Mexico border, with special emphasis on immigration, poverty and refugees. Each student must participate in a week-long trip to the Texas/Mexico border during spring break. This course may be repeated once for academic credit.

207. Berg-Enactus I (1 sem. hr.). This is the first of a two course sequence which is open to any student with an interest in the global service student organization, Enactus. The purpose of Enactus is to unleash the spirit of entrepreneurship and power of business principles in addressing societal problems. Students work as a team to select a local organization with whom to partner and then apply their talents, skills, ideas, and passions in projects that create a positive impact in the community. Students get hands-on experience in economic empowerment, entrepreneurial venture creation, teamwork, guided project consultancy, and engagement with the surrounding community. This course is an active learning opportunity for undergraduate students which leads to real and sustainable human progress. The course sequence consummates in NDI 208 with the Berg-Enactus team participation in the Enactus USA Competition. May be repeated for eight enrollments under different subtitles. (Fall, Spring)

208. Berg-Enactus II (1 sem. hr.). The purpose of Enactus is to unleash the spirit of entrepreneurship and power of business principles in addressing societal problems. In NDI 207, a team of students selects and initiates project(s). In NDI 208 the students will actively work with the chosen community partner to measure the impact of the project. In addition, the students in this component will receive invaluable experience in professional presentation and data analysis. NDI 208 culminates with the Berg-Enactus team participation in the Enactus USA Competition. May be repeated for four enrollments with different subtitles. Prerequisite: NDI 207 or instructor's permission. (Spring)

255. Integrated Arts in Early Childhood (3 sem. hrs.). Emphasis on materials and techniques to understand and support development of art, music, drama and movement abilities in young children ages 3–8. Integrating art, music, drama and movement education experiences throughout the curriculum in preschool and early elementary school settings will be the focus. Students will become familiar with the standard of the Consortium

of Arts Education Association and appropriate Ohio Competency-Based Models to use in guiding instruction. Note: Due to the nature of this course, a one-hour lab has been built in to allow adequate time for studio experience. Co- or Prerequisite: GPA 2.5, EDU 200 or PSY 206. (Spring)

290. Independent Study (1–3 sem. hrs.). Study of selected topics that are interdisciplinary and are not covered in current course descriptions. This course may be repeated up to three times if the subject matter has changed. Requires final permission of the Provost.

301. Literature and Fine Arts (R)(F) (3 sem. hrs.). An interpretive study of the arts and culture of the Western world from the prehistoric period through the Renaissance. The connections between music, dance, drama, literature and the visual arts will be explored through theories that address the origin, purpose and major themes of human aesthetic expression.

302. Literature and Fine Arts (R)(F) (3 sem. hrs.). An interpretive study of the arts and culture of the Western world from the Baroque period, with special emphasis placed on the nineteenth and twentieth centuries. Various theories concerning the advancement of the visual arts, music, film, drama, literature and dance will be studied.

305. Romantic Revival (H)(R)(W) (3 sem. hrs.). An investigation of the literary phenomenon known as German Romanticism. Students will explore this literary and historical period as a site of ongoing cultural conflict and negotiation between "old" and "new", "nature" and "nurture", "poetry" and "prose", and the relationship between the individual and society. Students will gain a knowledge of political, economic and social issues, and an acquaintance with the works of a variety of German authors. The course approach will be interdisciplinary, utilizing history, music, literature, and art. This course cannot be taken when credit in COR 300: Romantic Revival has been earned.

310. Integrated Social Studies (3 sem. hrs.). Using the Ohio Social Studies Curriculum model as a guide, students will integrate content from the various social studies using a thematic approach. Prerequisites: Minimum GPA 2.60 to enroll. EDU 220, EIS 265. (Fall only)

322. Asian Literature and Fine Arts (3 sem. hrs.). Study of the main motifs of the literature and arts of India, China and Japan. In literature, belles-lettres rather than religious-philosophical works will be emphasized.

340. Women's Voices in Latin America (3 sem. hrs.). An exploration of Latin American social issues through the study of testimonial literature, novels, short stories, poetry, and drama written by women. The course is conducted in English.

345. Service Learning on the U.S./Mexico Border (G) (2 sem. hrs.). After an intensive introduction to the socioeconomic and cultural realities of life along the U.S./Mexico border, students will prepare, implement and reflect on a week-long service learning project on the border. This course meets once a week during the Spring semester and requires one week of summer travel. (Spring only, students will be expected to pay their own expenses for this trip, and their fee will also cover the instructor's expenses.

347. Culture Wars and Cartman (3 sem. hrs.). This interdisciplinary course uses the cartoon "South Park" as a vehicle to explore polarizing social, political, ethical and moral issues currently facing our society. Topics may include, but are not limited to, political correctness, global warming, stem cell research, economic challenges, death with dignity, and racial and ethnic prejudices. The course will emphasize critical thinking and evaluation of empirical evidence related to each topic. This course cannot be taken when credit in COR 300: Culture Wars and Cartman has been earned.

382. Introduction to Linguistics (3 sem. hrs.). Study of the historical and modern developments in language theories and issues, with emphasis upon grammar, usage and units of sound and meaning. Prerequisites: Completion of or exemption from WRI 101 and sophomore standing or above. (Fall odd-even years)

PHI–Philosophy

140. Introduction to Philosophy (W)(H) (3 sem. hrs.). An introduction to philosophy in which the various branches of philosophy are discussed, i.e., metaphysics, epistemology, philosophy of religion, philosophy of science, philosophy of mind, philosophy of language, and moral and political philosophy.

200. Aesthetics (W)(F)(G) (3 sem. hrs.). This course is an exploration of the ways in which questions about art have been addressed. It will examine questions such as "What is art?" What is the connection between art and society? What is the relationship between art and morality? Is there a difference between art and entertainment? Is there a distinction between art and craft? After studying the ways in which various philosophers address these questions, students will have the opportunity to formulate their own ideas about art and its meaning. (Offered on occasion)

202. Logic (3 sem. hrs.). Introduction to deductive and inductive rules of reasoning with attention to both formal and informal fallacies. Emphasis on practical applications of logic to everyday problems. (Spring of even-odd years)

216. Ethics (H) (3 sem. hrs.). Systematic study of main types of ethical theory such as hedonism, rationalism, utilitarianism, humanism and others. Emphasis on the relation of theory to actual conduct in personal and social life. (Fall and Spring)

217. Bioethics (H) (3 sem. hrs.). Basic Issues in bioethics such as confidentiality, autonomy, informed consent, abortion, euthanasia, stem cell research, assisted reproduction, genetic engineering, allocation of scarce medical resources, and justice in health care distribution. Focuses on practical applications of ethical theory from the perspective of the health sciences practitioner. (Fall of odd-even years)

218. Ethics in Professional Life (H) (3 sem. hours.). Analyzes ethical problems that arise in the context of the

workplace. Considers the private and public sectors as well as not-for-profit organizations. Perspectives of employees, managers, corporate boards, entrepreneurs (including shareholders), and consumers are treated. Included are such topics as conflicts of interest, pollution and environmental hazards, gifts and kickbacks, invasion of privacy, whistle-blowing, intellectual property rights, the theory of the corporation and corporate responsibility, professional ethics codes, and private property and public interest. (Spring of even-odd years)

220. Special Topics in Philosophy (3 sem. hrs.). Topics of special interest in philosophy not covered in the regular department offerings. (This course may be repeated.) Prerequisite: PHI 140 or PHI 216. (Offered on occasion)

305. Postmodern Philosophy (3 sem. hrs.). The focus of this course will be to gain an understanding of the positions presented by those who either call themselves “postmodern” or who are called such by others. Postmodern themes such as “self,” “other,” “the meaning of history,” “terror,” “communication,” “time” and “criticism” will be explored. Postmodern thought flows across the traditional boundaries of academic disciplines, therefore the course will also include the perspective of history and social criticism.

309. History of Western Philosophy: Ancient and Medieval (W)(H)(G) (3 sem. hrs.). Origin and development of philosophical thought in the classical world, mutual influence of Christianity and classical thought and the philosophical developments of the Middle Ages. Prerequisites: Open to juniors and seniors; COM 100; WRI 101. (Fall of even-odd years)

310. History of Western Philosophy: Modern (W)(H)(G) (3 sem. hrs.). Philosophical developments from Renaissance to present, with attention to interrelations of science, religion and philosophy. Prerequisites: Open to juniors and seniors; COM 100; WRI 101. (Spring of even-odd years)

317. Philosophy of Religion (W)(H)(G) (3 sem. hrs.). Study of basic issues in philosophy of religion, such as faith and reason, as seen from different viewpoints such as existentialism, naturalism, rationalism and scholasticism. Prerequisite: One course in philosophy or permission of instructor. (Fall of odd-even years)

380. Symbolic Logic (3 sem. hrs.). This course in contemporary deductive logic covers the propositional and first order predicate calculus. Translation and proofs of arguments encountered in natural language are emphasized. The concepts of completeness and soundness, as well as other central theorems in metalogic, will be introduced. Familiarity with a formal notational system such as mathematics, music, or a foreign language is desirable. (Spring of odd-even years)

385. Scientific Revolutions (3 sem. hrs.). This course in the philosophy of science covers a selection of philosophical issues in science such as the nature of scientific inquiry, the fact-theory distinction, induction, confirmation paradoxes, the model-theoretic perspective in the social sciences, reductionism, the nature of quantum reality, and the relativist controversy. Also included are such topical issues as the rise of pseudoscience, creationism, genetic engineering, basic versus applied research, and ethics in science and technology. (Spring of even-odd years)

413, 414. Independent Study (1 to 3 sem. hrs.). Advanced study of a major philosopher, movement or problem under the guidance of a departmental faculty member. (Maximum 6 hours) Prerequisite: Permission of instructor.

475, 476. Honors Course (3 sem. hrs.). (Offered on demand). Series available to achieve Departmental Honors.

490. Philosophy Colloquium (W)(H) (3 sem. hrs.). Advanced study of a major philosopher, movement or problem under the guidance of a departmental faculty member. Prerequisite: Open to senior philosophy majors only; COM 100; WRI 101.

PHY-Physics

100. Introduction to Physical Principles (N) (3 sem. hrs.). Designed for students who need some knowledge in this field but do not wish to take a full-year course in general physics. Some of the most important physical principles and their applications are studied with emphasis on experimental facts upon which these principles are based and on use of the scientific method of deriving them. Students electing to take this course in order to meet their General Education requirement for a laboratory science must take both PHY 100 and PHY 100L in the same semester. (Cannot be included in major.) (Spring)

100L. Introduction to Physical Principles Laboratory (L) (1 sem. hr.). This course is the laboratory complement to PHY 100 Introduction to Physical Principles. The weekly exercise allows students to more fully explore some of the concepts discussed in the lecture. The laboratory must be taken concurrently with PHY 100. (Cannot be included in the major.) (Spring)

101-102. General Physics (Q)(N)(L) (4 sem. hrs.). A yearlong sequence that covers the principles and methods of physics with applications to mechanics, heat, sound, electricity, magnetism, light and optics and modern physics. This class meets three recitation hours and one 2-hour laboratory period per week. Laboratory must be taken concurrently with the lecture. Recommended for Biology and related majors. Prerequisite: Two years of high school mathematics including algebra (for PHY 101). A scientific calculator is required. Prerequisite: MTH Placement MTH 115, or higher; and C- or higher in PHY 101 for PHY 102. It is strongly recommended that these prerequisites be met no earlier than 2 years prior to enrolling in this class. (Every year)

104. Introduction to Photography (F) (3 sem. hrs.). Provides an introduction to digital photography with an emphasis on the technical aspects of the digital camera. Editing of digital photographs will be done using Adobe Photoshop which will be learned through self-tutorial. Weekly critiques of student work and sample work of various famous photographers will be included. A lab fee will be charged. The class is open to all students. A digital camera is required. This course cannot be applied toward any major or minor. Offered in the Physics department unless otherwise noted. (Fall)

172. Introduction to Astronomy (N) (3 sem. hrs.). The main areas covered are the solar system, stars, galaxies, cosmology, and possibility of extraterrestrial life. The amount of emphasis placed on each area may vary according to the individual instructor's interest. (May not be included in Physics major) (Fall and Spring)

201. Statics (3 sem. hrs.). Static equilibrium problems are solved in 2 and 3 dimensions to find forces in various mechanical structures such as cables, beams, and trusses. In the process distributed forces will be discussed using centers of gravity and centroids. Prerequisite: C- or higher in MTH 223 and PHY 102. (Offered spring of even-odd years)

216. Electronics (4 sem. hrs.). Analysis of modern electronics including DC and AC circuits, semi-conductor devices, and analog circuits. This class covers diode, transistor, and operational amplifier circuits. Applications include power supplies, amplifying circuits, low-pass filters, and high-pass filters. Prerequisite: C- or higher in PHY 102. (Offered Occasionally)

227-228. Modern Physics I & II (4 sem. hrs.). Yearlong sequence that covers the theory of relativity, particle aspects of radiation, quantum theory and its application to atoms and nuclei. This class meets three hours of recitation and 2 hours of lab per week. Prerequisites: C- or higher in PHY 102 and at least concurrent enrollment in MTH 307 (for PHY 227); C- or higher in PHY 227 and MTH 307 (for PHY 228). (Offered Occasionally)

301. Strength and Materials (3 sem. hrs.). The study of stress in relationship to strain. Problem solving to determine if structures are in elastic, plastic, or failure regions of materials used. Prerequisite: C- or higher in PHY 201 and MTH 308. (Spring of odd-even years)

328. Thermal Physics (3 sem. hrs.). A unified introduction to thermodynamics, statistical mechanics and kinetic theory. Statistical methods, systems of particles, microscopic and macroscopic interpretation of thermodynamic properties, applications of thermodynamics, kinetic theory and quantum statistics. Prerequisites: C- or higher in MTH 308. (Offered Occasionally)

331. Electricity and Magnetism (3 sem. hrs.). Study of the sources, properties and effects of electric and magnetic fields, emphasizing a mathematical description of field phenomena in vacuum and material media. Prerequisites: C- or higher in MTH 307 and at least concurrent enrollment in MTH 308. (Spring of odd-even years)

332. Mechanics (3 sem. hrs.). Origin and development of classical mechanics, mathematical techniques, conservation laws, orbit theory and rigid-body dynamics. Prerequisite: at least concurrent enrollment in MTH 307 and a C- or higher in MTH 223. (Fall of odd-even years)

337. Optical Physics (3 sem. hrs.). An introduction to physical optics, quantum theory of light, optical spectra and laser optics. Wave nature of light, interference, diffraction, optics of solids, opto-electronics, light quanta, optical spectra and laser optics. Prerequisites: C- or higher in PHY 228 and MTH 307.

346. Solid State Physics (3 sem. hrs.). Introduction to the physics of solids, crystallography, phonons, band theory, and the origins of magnetism. Semiconductors and superconductors are also discussed. Prerequisites: C- or higher in PHY 228 and MTH 307. (Offered Occasionally)

370. Internship (4 to 15 sem. hrs.). Qualified students may receive credit for off-campus experience in an industrial or government laboratory. Departmental approval is required.

391. Advanced Laboratory (2 sem. hrs.). Experiments selected from mechanics, heat, acoustics, optics, spectroscopy, electromagnetism, electronics, radioactivity and nuclear physics. Qualified students may select project or research activities with approval of instructor. Six hours of laboratory and library work each week. Prerequisite: C- or higher in PHY 228 and MTH 307; COM 100; WRI 101. Open to juniors and seniors. (Offered Occasionally)

402. Physics Seminar (1 sem. hr.). Student and faculty reports on current areas of research in various fields of physics. Object is to help the student learn how to present technical material and to promote discussion and independent study.

451, 452. Independent Study (1-3 sem. hrs.). With the consent of department chairman, student may do independent work on a program in experimental or theoretical physics.

475, 476. Honors Course (3 sem. hrs.). Permission of chair required. To achieve Departmental Honors.

490. Physics Capstone (2 sem. hrs.). The course is required of all physics majors and is to be taken during the junior or senior year. A laboratory research project performed during the semester is to be written up. Two oral presentations of this work will be given to general student and professional peer groups. Open to juniors and seniors. Prerequisite: C- or higher in PHY 391; COM 100; WRI 101. This is the senior capstone experience for the physics major.

POL-Political Science

125. Introduction to Politics and Government (S) (3 sem. hrs.). This course introduces basic concepts for the study of politics and government. It describes how political forces influence government actions at the local, national and international level. It explores ideas about the role of government in society and provides a comparative overview of current government practices throughout the world. (Fall)

200. Introduction to Political Philosophy (3 sem. hrs.). The normative tradition and great thinkers in political inquiry. (Fall even-odd years)

221. Global Politics (S)(G) (3 sem. hrs.). Introduction to the study of international relations between—and comparisons of—nation states, economic actors, international organizations, and the peoples of the world. Students with POL 121 credit will not receive additional credit. (Fall even-odd years)

227. American National Government (S) (3 sem. hrs.). Introduction to American political thought, national political institutions and policy making, participation in the political system, and current issues in American society. Students with POL 127 credit will not receive additional credit. (Spring even-odd years)

235. The Constitution and the Structure of Government: Struggles for Power (S) (3 sem. hrs.). Introduction to the Constitutional framework of the United States government and the role of the Supreme Court in interpreting the Constitution. Prerequisite: Sophomore or greater standing. (Spring odd-even years)

236. Criminal Procedure and Individual Rights (3 sem. hrs.). The study of the fundamental legal issues relating to personal liberties and justice in the United States with particular emphasis on the rights of the accused in the criminal justice system. Prerequisite: Sophomore or greater standing. (Fall)

237. Local U.S. Government (3 sem. hrs.). A study of local government institutions, practices, and issues, with an emphasis on local government and administration in Ohio. The course will introduce comparative materials where appropriate to better explore linkages between local and central governance, both theoretical and actual. (Fall even-odd years)

240. African Politics (S)(G)(P) (3 sem. hrs.). This course will explore the problems of nation-building as illustrated by the experiences of the post-independence societies of Sub-Saharan Africa. The interrelationship of political, social and economic forces as well as the role of external actors and forces, including the international community, will be analyzed. The course will also focus upon interstate conflict and cooperation as well as subnational rivalries and processes. (Spring)

250. Latin American Politics (3 sem. hrs.). An examination of the political systems of Latin America, with an emphasis on models of change and development, and the relationships between Latin America and the larger global environment. (Occasionally)

263. European Politics (S)(G) (3 sem. hrs.). This course introduces European political, economic and security relationships at the national, subnational and supranational levels. The structure and behavior of competing organizations and actors will be examined to help determine the future direction of the European Community, the nation state and regional security arrangements. (Fall odd-even years)

293. Introduction to Canada (W)(H)(G) (3 sem. hrs.). This interdisciplinary course serves as an introduction to Canada—its politics, economics, society, and culture. Topics covered include Parliamentary government, federalism, regional identities. Québec separatism, NAFTA, Canada-U.S. relations, and Canadian foreign policy. (Spring odd-even years)

304. Congress (S) (3 sem. hrs.). The least popular of our three branches of government is, ironically, the one most democratic in process and the one most reflective of its constituents -- us. Through research and role-playing, students will examine the social, political, and procedural complexities of the U.S. Congress and their impact upon law-making and governance. Student who have successfully completed POL 380 Tp Politics & Government: Congress will not receive additional credit. (Spring odd-even years)

310. Politics and History of East Asia (R)(W)(G) (3 sem. hrs.). A study of the development of East Asian politics from 1600 to the present, focusing on colonialism, wars of independence, nation-building, and modernization. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. This course is cross-listed with HIS 333; students will earn credit for only one course. (Students with credit for HIS 114 or HIS 333 will not receive credit for POL 310) (Spring of odd-even years)

313. National Security Investigations (3 sem. hrs.). National Security Investigations (NSIs) of foreign threats—most often from international terrorists and foreign intelligence services—are unique in law and concept. This course will examine the authorities, tools, and purposes of NSIs and consider the controversy over their use. (Fall and Spring)

315. Art and Espionage: The Morality of Spying in Film and Literature (H) (3 sem. hrs.). Our spies are heroes: those who spy against us are villains and traitors. Through film and literature, this course considers the moral implications of espionage for us as a nation and for the community of nations. Students that have earned credit for this course as COR 300 are not eligible for additional credit. (Spring even-odd years)

322. Parties, Interest Groups and Elections (3 sem. hrs.). This course will focus on the principal forms of political participation in the United States. It will explore how political parties and the individual candidates and citizens affect government policies through their participation in elections, legislative bodies and government agencies. The course will examine the different ways in which citizens participate in political life. It will describe the history of political parties in the United States and the changing bases of partisan support. Recent elections will serve as examples of the changing nature of the electoral system and we will explore the ways in which new technologies have changed the way partisan forces reach mass audiences. Topics will include political communication, fund raising, campaign finance laws, and the issues that have defined recent political conflict. The course will also connect electoral politics with interest group politics, the politics of direct lobbying of legislators and administrative personnel. Furthermore, it will contrast political participation in the United States with political participation in other democratic societies and in non-democratic systems. (Fall odd-even years)

323. Political Culture (R)(H) (3 sem. hrs.). An exploration of political culture in the United States. The course will examine the attitudes and beliefs of citizens with respect to government and the political process and address the historical development of political culture in the United States as well as compare political culture in the United States with political culture in other societies. (Fall even-odd years)

324. American Foreign Policy (W)(S) (3 sem. hrs.). This is an advanced course in American foreign policy that will discuss themes, issues, and subjects. Themes include exceptionalism, militarism, hegemony, and empire.

Issues include executive decision-making, departmental policy-making, Congressional prerogative, and the role of media and public opinion. Subjects include U.S. strategy and policies vis-à-vis various countries and regions. (Spring even-odd years)

344. Research Methods (Q)(W) (3 sem. hrs.). An advanced course in research methods: this course will assist students with library research, review the basic operations of confirmatory data analysis and explore computer-based exploratory data analysis techniques. Laboratory experience included in the course. Prerequisites: COM 100; WRI 101; MTH Placement MTH 115, or higher. (Fall odd-even years)

361. Model United Nations I (3 sem. hrs.). This course examines the United Nations—its foundations, charter, organization, protocols, and policies. Students will participate in a Model United Nations conference. At this simulation, they will represent a country. Knowledge about that country will be acquired throughout the semester. Each student will serve as a delegate on a UN committee. Students are responsible for travel fees. (Spring)

362. Model United Nations II (3 sem. hrs.). This course examines the United Nations—its foundation, charter, organization, protocols, and policies. Students will participate in a Model United Nations conference. At this simulation, they will represent a country. Knowledge about that country will be acquired throughout the semester. Each student will serve as a delegate on a UN committee. Prerequisite: POL 361. Students are responsible for travel fees. (Spring)

370. Internships in Political Science (1–15 sem. hrs.). Opportunities for experiential learning in law and public affairs at the local, state and federal levels. Permission of the department required. (Fall and Spring)

376. Global Issues I: War and Peace (S) (G) (3 sem. hrs.). The evolution of warfare in human society and the parallel development of alternatives to violence are examined. The writings of major military philosophers and historians, as well as modern analysts, are used to illuminate the nature of war, arms races and the relationships between war, nation states, technology and politics. The latter part of the course focuses upon theories and methods of non-violent conflict resolution. Prerequisites: COM 100; WRI 101; junior or senior status. (Fall odd-even years)

377. Global Issues II: Human Rights and Social Justice (W)(S) (3 sem. hrs.). Why are there such disparities between wealth and poverty within and between nations? How can governments respect divergent beliefs and behaviors while maintaining cohesion and sustaining common purpose? This course will explore the challenges of providing human rights, economic justice and basic political freedoms within and between states. Prerequisites: COM 100; WRI 101; junior or senior status. (Spring even-odd years)

379. Global Issues: Political Development (R) (3 sem. hrs.). This course examines the growth and development of political institutions in less industrially developed societies. It will explore the impact of colonialism, traditional forms of economic dependency and globalization on current political regimes. The course will examine trade agreements and regional compacts and such topics as colonialism, revolution, state capitalism, neo-colonialism, democracy, dependency theory, the IMF and the World Bank, structural adjustment, the World Trade Organization, NGOs and international debt obligations. The course will evaluate the extent to which central governments exercise authority over their respective territories and discuss the problem of the “failed state.” (Spring odd-even years)

380. Topics in the Study of Politics and Government (3 sem. hrs.). An exploration of an aspect of the methodology of politics science and/or a topic in the study of politics and governance.

383. Politics and History of the Middle East (W)(S)(G) (3 sem. hrs.). This course examines the contemporary Middle East. Country studies will be emphasized as will regional topics such as political, economic, and human development, the Arab-Israeli conflict, disputes between Shi'a and Sunni, political Islam, Islamic militancy, i.e., Jihadism, resources (particularly oil, natural gas, and water), and foreign (especially American) involvement. Students with credit in POL 283 will not earn additional credit for this course. This course is cross-listed with HIS 332; students will earn credit for only one course. (Fall of odd-even years)

389. Intelligence Operations (S) (3 sem. hrs.). The collection, analysis, and policy use of foreign intelligence is a clandestine and classified activity that exists uncomfortably, politically and legally, within our democratic form of government. This course examines the issues and accommodations in our use of intelligence operations in support of national security. (Spring)

401, 402. Independent Study (1 to 4 sem. hrs.). With the instructor's approval the student may do independent reading or research.

403. New Approaches to Politics and Government (1 sem. hr.). Reading and discussion of current writings in the field of political science, the nature of government, current political issues and significant governmental policies. (On demand)

409. Capstone in Political Science (3 sem. hrs.). An examination of political science career paths, the preparation of research papers on selected topics, and the further development of knowledge in the field, as well as research, writing and oral communication skills. This course emphasizes the study of American politics. Students who have a strong interest in global affairs, may with permission instead take ITS 409 – the capstone course in International Studies. Prerequisites: COM 100; WRI 101. (Fall)

475, 476. Honors Course (3 sem. hrs.). Series offered to achieve Departmental Honors. (Offered on demand).

PSY-Psychology

101. General Psychology (R)(S) (3 sem. hrs.). Introduction intended to acquaint student with the scope of psychological phenomena and methods of the psychologist and to survey fundamentals of human behavior. (Fall and Spring)

200. Explorations in Psychology (1 sem. hr.). This course will address careers in psychology, graduate training in psychology, and will focus on preparing majors for the junior experience requirement.. The course will also require a service learning component. The course should be taken after the student has completed 30 credit hours, but before completing 65 credit hours. Prerequisites: Sophomore status; PSY 101 and one additional psychology course. (Fall and Spring)

201. Research Methods and Data Analysis I (Q)(W) (4 sem. hrs.). Introduces student to experimental techniques and research tools and the statistical procedures used to analyze the data obtained through these methods. Students who have earned credit in PSY 307 are not eligible to take this course. Lecture and laboratory components must be taken concurrently. Prerequisites: PSY 101, and MTH 090, or placement into MTH 115 or higher. Open to sophomores and juniors. (Fall only)

202. Research Methods and Data Analysis II (3 sem. hrs.). Original student research conducted and analyzed utilizing the background developed in PSY 201. Students who have earned credit in PSY 308 are not eligible to take this course. Prerequisites: PSY 201. Open to sophomores and juniors. (Spring only)

206. Child Psychology (R)(S) (3 sem. hrs.). This course introduces students to scientific and theoretical aspects of child development from birth to adolescence with a focus on psychological development. Prerequisite: PSY 101. (Spring)

207. Adolescent Psychology (R)(S) (3 sem. hrs.). Course addresses normal intellectual, emotional, moral, and social growth in the teen years. Problems that affect individuals and family relationships in this age range will also be addressed. Prerequisite: PSY 101. (Fall)

209. Abnormal Psychology (S)(R) (3 sem. hrs.). This course introduces students to such concepts as mood disorders, schizophrenia, and personality disorders and provides a discussion of related phenomena. Prerequisite: PSY 101. (Spring)

212. Sport Psychology (3 sem. Hrs.). This course is an introduction to the science and study of sport psychology. Topics to be studied include the definition of sport psychology, the activities of sport psychologists, understanding the participants in sport psychology, the environments in which sport psychology functions, and other topics that relate to the science and practice of sport psychology. Students with credit in PSY 406 will not also receive credit for this course. Prerequisite: PSY 101 (Spring)

269. Human Sexuality (P) (3 sem. hrs.). This course is a survey of human sexuality, focusing on the biological, psychological, developmental, and behavioral issues involved with sexuality. Sexual attitudes, values, dysfunctions, and gender issues will also be discussed. Students with credit for PSY 469 will not also receive credit for this course. Prerequisite: PSY 101 or permission of the instructor. (Fall)

305. Adult Development (R) (3 sem. hrs.). This course exposes students to current theories and research on adult development. Topics include cognitive changes with age, social factors in aging, family issues, changes in the concept of career and employment, ageism, personality changes, and health concerns. Prerequisites: PSY 101 or permission of instructor. (Fall odd-even years)

309. Psychology of Women and Gender Development (3 sem. hrs.). Examination of sex role stereotyping, research on sex differences in abilities and achievement, sex role development, sex roles in marriage and family, careers and the politics of power, women's ways of knowing, women's development of self, sex differences in communicative styles, ethnicity in women, mental health in women, interrelationships between language, status and power. Prerequisite: PSY 101, Junior or Senior status. (Spring of odd-even years)

310. Social Psychology (R) (3 sem. hrs.). Course designed to study such topics as aggression, persuasion, conformity, obedience, attitude change, interpersonal attraction and prejudice. Students who have credit for PSY 210 are not eligible to take this course. Prerequisite: PSY 101. (Spring only)

313. Media, Popular Culture, and Psychology (W) (3 sem. hrs.). This course explores psychological issues using original source readings and discussions about issues raised in the media and popular culture (e.g., film, television). The class focus is to integrate and apply psychological theories and concepts to real-world issues as portrayed in the media. Prerequisites: PSY 101 or permission of instructor. (Spring even-odd years)

316. Cognition (3 sem. hrs.). Examination of theories and research about human thinking, memory, concept formation, problem solving, creativity and language. Prerequisite: PSY 101. (Offered Fall of even-odd years)

317. Psychology of Personality (R) (3 sem. hrs.). Study of theories of personality, both past and present. Prerequisite: PSY 101 and 209. (Spring of odd-even years)

321. The Brain and Behavior (R)(W) (3 sem. hrs.). This course will introduce students to the brain-behavior relationships that underlie various cognitive, behavioral, and affective processes. To begin to understand these relationships, the student will investigate the basic elements of neuroanatomy, physiology, and cellular biology, will consider specific cognitive, perceptual, affective, motor, and body regulatory functions, and will be introduced to strategies designed to improve physiological conditions through psychological mechanisms. Prerequisite: PSY 101 and Bio 110 or 123, or permission of the instructor. (Fall)

337. Positive Psychology (P) (3 sem. hrs.). Positive psychology is the scientific study of positive experience, positive individual traits, and the institutions and practices that facilitate their development. This course reviews the history of positive psychology and the contributions this new field has made to several traditional research areas in psychology. Areas of controversy (e.g., what is happiness, how should we measure it, what determines it, can and should we deliberately increase it) will be critically examined with consideration given to conflicting viewpoints and their respective empirical support. Prerequisites: PSY 101 or permission of instructor. (Fall even-odd years)

370. Internship (1 to 15 sem. hrs.). Supervised off-campus work experience in mental health-related job; site and schedule must be determined by student with Psychology Department approval. Credit is given only if work is monitored by a Heidelberg psychology faculty member. Prerequisites: (Open to juniors and seniors); COM 100; WRI 101; PSY 209; also PSY 206 is recommended if internship is for children. PSY 207 is recommended for sites concerned with adolescents. See Psychology Department chair for permission to register, and for a list of internship opportunities. If PSY 370 is selected for the Junior Experience requirement, then a maximum of 12 additional credits of PSY 370 may be taken.

371. Independent Research Project in Psychology (1-3 sem. hrs.). Also known as the Junior Experience in Psychology, students are invited to complete an independent research project, under the supervision of a member of the psychology faculty, and present their research findings at an appropriate opportunity (Student Research Conference, Psychology Day, or at a professional conference). May be repeated for a maximum of 3 credit hours. Prerequisites: COM 100; WRI 101; PSY 101, 201 and 202; Departmental approval of research topic.

372. Study Abroad (3 sem. hrs.). Also known as the Junior Experience in Psychology, students are invited to pursue a course of study that includes psychology, and write a paper to be presented at an appropriate opportunity (Students will enroll in this course during the semester in which they will make their presentation, at either the Student Research Conference or Psychology Day). Prerequisites: COM 100; WRI 101; PSY 101; Departmental approval of study abroad course.

403, 404. Individual Research (1 to 3 sem. hrs.). Prerequisites: PSY 101, 307 and 308. Semester or entire year. Admission with consent of supervising professor.

407. Multicultural Psychology (G) (3 sem. hrs.). Multicultural psychology investigates the influence of sociocultural factors on human thought, development, and behavior. The course will investigate how psychology concepts and findings might be influenced by factors such as race, ethnicity, gender, and class. The course has a multidisciplinary focus in which psychology is related to other fields such as anthropology, economics, political science, and sociology. Students will learn to analyze and integrate knowledge from various sources including readings, scientific literature, and the popular media. Prerequisites: PSY 101, and one additional course in psychology, or permission of the instructor. (Spring odd-even years)

413. Psychopharmacology (3 sem. hrs.). The effects of psychoactive drugs on neurochemical, mental, and behavioral processes, including a consideration of drugs used to treat emotional disorders. Prerequisite: PSY 101. (Spring of even-odd years)

416. Counseling and Clinical Methods (3 sem. hrs.). A survey of the methods of clinical psychology, with an emphasis on counseling techniques, and the use of scientifically-proven treatments. Prerequisite: junior or senior status.; PSY 209. (Fall)

417. Psychological Assessment: Theory and Practice (3 sem. hrs.). Introduction to use of individual, group, objective and projective techniques in evaluating human characteristics. Prerequisites: PSY 101 and PSY 201. (Fall of odd-even years)

426. Advanced Clinical Methods (3 sem. hrs.). This course explores clinical techniques and theories underlying the best practices approach to the delivery of clinical services. Interviewing techniques, development of empathy, rapport building, and recent advances in therapeutic approaches will be discussed. The course contains a significant amount of role playing. Critical thinking about the nature and process of change will be emphasized. Prerequisites: PSY 101, PSY 209, PSY 416. (Spring)

435. Special Topics in Psychology (3 sem. hrs.). Focus in this course will rotate with the interest of the faculty member offering it. The special topics covered in the course will typically incorporate in-depth investigations of "hot" or specialized issues relevant to the field of psychology. Students may repeat the course once under a different subtitle. Prerequisites: PSY 101 and six hours of psychology beyond the 101 course, or permission of the instructor. (Spring)

451, 452. Readings in Psychology (2 sem. hrs.). Supervised readings about a topic of individual student's choice, by permission of a professor of student's choice. Prerequisite: PSY 101, 201 and 202. Semester or entire year.

475, 476. Department of Psychology Honors (3 sem. hrs. each). Commensurate with the Department's goal of providing opportunities for in-depth psychological study, Psychology majors are encouraged to earn the graduation citation "Honors in Psychology" through the Department of Psychology honors program. Students who complete an independent honors thesis with distinction, as determined by vote of the department, and who satisfactorily pass a departmentally instituted comprehensive examination, shall graduate with the distinction of Honors in Psychology. (Fall and Spring; The procedure for graduating with departmental honors is articulated elsewhere in this catalog.)

1. Requirements for Admission to Departmental Honors Program

A student must be admitted no later than the end of the second semester of the junior year. (Contact the Department Chair for application information.) In addition, the following criteria must be met for admission to the program:

A. An overall GPA of 3.0 or higher.

B. A GPA in Psychology courses of 3.4 or higher.

C. Successful application into the department honors program, which includes a clearly articulated and well-defined area of study.

2. Requirements for Graduation with Honors in Psychology

Honors students must meet all Requirements for Admission, described above. In addition the student must complete PSY 475 & 476, which includes the completion of an Honors Proposal, an Honors Thesis, and passage of a comprehensive psychology exam.

The final GPA in all Psychology courses must be 3.4 or higher.

491. Classical, Contemporary, and Ethical Issues in Psychology (R)(W) (3 sem. hrs.). This course will investigate classic issues and debates from the history of psychology, and will also consider contemporary issues in the research and practice of psychology. Students will evaluate the values, standards, and ethical ideas that guide professional applications of psychology in teaching, research, and practice, including an in-depth exploration of ethical principles and professional codes of conduct. Students will also reflect on their undergraduate major in psychology, and will evaluate their post-graduation goals. A materials fee is assessed. Prerequisite: PSY 101 and at least 4 PSY courses beyond 101; WRI 101; COM 100; junior or senior status. (Fall)

REL-Religion

109. Judaism, Catholicism and Protestantism (R)(H) (3 sem. hrs.). An introduction to the scriptures, history and beliefs of Judaism, Catholicism and Protestantism, with the purpose of helping students understand their own traditions and also those of other people.

201. Introduction to the Old Testament (R)(H) (3 sem. hrs.). Survey of the Old Testament focusing on historical background, types of literature and central message. Recommended as background to Religion 202. (Open to first-year students.) (Fall)

202. Introduction to the New Testament (R)(H) (3 sem. hrs.). Introduction to the literature and thought of the New Testament, focusing on synoptic accounts of Jesus, letters of Paul and Gospel of John. (Open to first-year students.) (Spring)

204. Religions of the World (R)(H)(G) (3 sem. hrs.). History and beliefs of major religions in the world today, with special attention to Hinduism, Buddhism, Islam, and Christianity.

210. Religion and Politics in America (H)(R) (3 sem. hrs.). Students will read and analyze primary and secondary literature, past and present, to address the relationship between religion and politics. What, according to the First Amendment, should the relationship be? In an intentionally pluralistic nation, how does, why does, and should religious discourse enter the public square and affect public policy? Prerequisite: Sophomore standing or above. This course cannot be taken if COR: Religion Politics in America has been taken.

250. Christian Social Ethics (R)(W)(H) (3 sem. hrs.). Ethical principles of the Judeo-Christian tradition and their import for the family, economic order, state and world community. (Open to first-year students.) (Fall of odd-even years)

202. Topics in Biblical Literature (R)(W)(H) (3 sem. hrs.). Study of selected topics in the thought and literature of Old and New Testaments, such as creation and history, covenant formulations, Second Isaiah, problem of the historical Jesus, and gospel of John. Prerequisites: REL 201 or 202. (Spring of odd-even years)

308. History of Christian Thought (R)(W)(H) (3 sem. hrs.). Survey of Christian thought from the close of the New Testament period to modern times. Emphasis on major movements and figures, with some attention to current intellectual, social, and historical developments. Students may do research on a major figure in Christian thought. (Fall of even-odd years)

309. Contemporary Christian Thought (R)(W)(H) (3 sem. hrs.). Study of the fundamental beliefs of Christianity and their meaning for modern personal and social life. Prerequisites: COM 100; WRI 101. (Spring of even-odd years)

339. Topics in Religion (H) (2 sem. hrs.). Seminar on selected topics of interdepartmental significance. Prerequisite: three hours in religion. (Offered on occasion)

340. Topics in Religion (R)(H) (2 sem. hrs.). Seminar on selected topics of interdepartmental significance. Prerequisite: three hours in religion. (Offered on occasion)

370. Internship (4 sem. hrs.). Supervised experience in a local church or similar setting. Prerequisite: two courses in religion. Hours do not count towards the hours required by the major. (Fall and Spring)

413, 414. Independent Study (W)(H) (1 to 3 sem. hrs.). Systematic guided reading and the preparation of a paper. Prerequisite: nine hours in religion and permission of the instructor. (Maximum six hours)

475, 476. Honors Course (W)(H) (3 sem. hrs.). Series offered to achieve Departmental Honors. Prerequisites: COM 100; WRI 101. (Offered occasionally).

490. Senior Seminar (H) (2 sem. hrs.). This capstone course involves preparation and presentation of a research paper on a selected topic in the study of religion. Required of all majors; minors need permission of instructor. Prerequisites: Senior religion major or permission of the instructor; 14 hours in REL; COM 100; WRI 101. (Spring)

SDN-Self-Designed

370. Internship (3-6 sem. hrs.). Supervised off-campus work experience. Site and schedule must be determined by student with approval of faculty mentor and Self-Designed Studies committee chair. Internship Contract must be completed prior to registration. Prerequisites: Junior or Senior standing, Self-Designed Studies major. (Fall or Spring)

371. Independent Research Project (3 sem. hrs.). Students are invited to complete an independent research project under the supervision of a faculty member, and present their research findings at an appropriate public forum. Prerequisites: Junior standing, Self-Designed Studies status. Permission of faculty mentor and Self-

Designed Studies Committee chair is required. (Fall or Spring)

372. Study Abroad or Study Away (1 sem. hr.). Students are invited to pursue off-campus study that complements their Self-Designed Studies major. Upon returning to campus, students will enroll in this course. They will write a reflection paper and make their presentation at an appropriate public forum. Prerequisites: Junior Standing, Self-Designed Studies status, and approval of the Self-Designed Studies Committee chair. (Fall or Spring)

400. Portfolio (1 sem. hr). Student will work independently with two mentors to present a portfolio of significant projects developed throughout his/her tenure at Heidelberg. Connecting text should link projects from the selected departments in the Self-Designed Studies major, and explain their significance in the student's development. Text itself should include latest research in the area of student's interest. Portfolio will be in an electronic format if possible. A public presentation will be required. Permission of Chair of Self-Designed Studies Committee is required. (Fall or Spring)

SOC-Sociology

100. Introductory Sociology (S) (3 sem. hrs.). This course investigates the study of social life, social change, and the social causes and consequences of human behavior. The course focuses on the structure of groups, organizations, and societies, and how people interact within these contexts. (Spring)

230. Contemporary U.S. Social Issues (3 sem. hrs.). An analysis of selected American social problems, ie. such as issues related to race, poverty, gender, medical care, and the environment. The problems will be viewed from various sociological perspectives. Students with credit for ANT 230 will not receive credit for SOC 230.

310. Intermediate Data Science I (2 sem. hrs.) A course highlighting quantitative methods beyond those covered in an introductory research methods course. Topics may include, but are not limited to; data preparation, confirmatory and exploratory factor analysis, logistic and ordinal regression. Prerequisites: CRM 210 or PSY 201 (Spring)

311. Intermediate Data Science II (2 sem. hrs.) A course highlighting quantitative methods beyond those covered in an introductory research methods course. Topics may include, but are not limited to; multilevel models, latent variable models. Prerequisites: CRM 210 or PSY 201, SOC 310 (Spring)

347. Cities and Society (H) (3 sem. hrs.). Nature and growth of cities, urbanization, structure and process of modern urban life and the current urban crisis; the future of the city and its role in an emergent world system. Open to seniors or by department permission. Travel is an option for this course and additional fees apply. Students with credit for ANT 347 will not receive credit for SOC 347. (Fall)

373. Sociology of Deviance (S) (3 sem. hrs.) An introduction to the study of deviance within society; primarily focused on the application of macro-level, meso-level, and social psychological theories of deviance to selected deviant groups and behaviors. Students with credit for Special Topic of Deviance is not eligible for this course. Prerequisites: SOC 100 (Spring odd/even)

380. Topics in Sociology (3 sem. hrs.) Topics of interest to students in the various social sciences. This course may be repeated when taken as a different topic.

445. Sociology of Religion (3 sem. hrs.) An introduction to the scientific study of the psychosocial dynamics of religion. Topics include intersectionalities of religion, class, race, gender, and sexual orientation; religious violence; and religion and social change. Prerequisites: SOC 100 (Fall even/odd)

SPA-Spanish

101-102. Elementary Spanish (3 sem. hrs.). These courses introduce students to the fundamentals of the language and culture through the basic skills: listening comprehension, reading, writing and speaking. SPA 101 is for students with no previous training in Spanish. SPA 102 is for students who have completed SPA 101 or one to two years of high school Spanish. (Every year)

201-202. Intermediate Spanish (3 sem. hrs.). Review and further study of fundamentals in Spanish. Emphasis on reading and writing. Prerequisite: 101, 102 or two years of high school Spanish or equivalent. (Every year)

290. Study Abroad Preparation (G) (1 sem. hr.). This course prepares students for their study abroad experience in a Spanish-speaking country through readings and reflections on the cultural differences that they are likely to experience. Students will also develop a viable proposal for their capstone research projects, which will include data collected while abroad. The final capstone paper and presentation will be complete upon students' return to campus in SPA 490, Spanish Capstone Course.

305. Introduction to Conversation (3 sem. hrs.). Oral practice to develop communicative proficiency. Vocabulary building and role playing dealing with practical situations. Prerequisite: SPA 202 or equivalent.

307. Composition I (3 sem. hrs.). Selected grammar review and application through controlled writings. Prerequisite: SPA 202.

319. Spanish Inside Out I (3 sem. hrs.). Development of reading skills by reading, discussing, and writing about a variety of texts, vocabulary building and study of difficult grammatical structures. Prerequisite: SPA 202.

320. Spanish Inside Out II (3 sem. hrs.). Development of reading skills by reading, discussing, and writing about a variety of texts, vocabulary building and study of difficult grammatical structures. Prerequisite: SPA 202.

321. Survey of Latin American Literature (H)(G) (3 sem. hrs.). A survey of Latin American literature from the precolonial period to the present. Prerequisite: SPA 202.

325. Spanish Literature Survey (G) (3 sem. hrs.). A survey study of Spanish (Peninsular) Literature from Golden Age to the present. Prerequisite: SPA 202.

330. Contemporary Latin American Narrative (H)(G) (3 sem. hrs.). Socio-historical and ideological study of the New Latin American Narrative with emphasis on “Magic Realism” and “Post – Boom” works. Prerequisite: SPA 202.

333. Spanish Culture and Civilization (H)(G) (3 sem. hrs.). A study of the culture and civilization of Spain from its origins to the present. Topics include geography, history, art, architecture, music, literature. Prerequisite: SPA 202.

334. Latin American Culture and Civilization (G) (3 sem. hrs.). A study of the culture and civilization of Latin America from its origins to the present. Topics include geography, history, art, architecture, music, literature. Prerequisite: SPA 202.

335. Hispanic Literature for Children and Young People (3 sem. hrs.). Familiarization with significant classical and contemporary Spanish texts from a variety of genres for children and young people; practice in planning and implementing strategies for sharing these texts with an audience, especially with children and young people in the schools; experience in use of appropriate technology to gather information, keep abreast of developments, prepare and deliver presentations. Prerequisite: SPA 202.

340. Guided Study (3 sem. hrs.). Study of topics in literature or language not covered by regular course offerings. Independent work under close supervision and tutorial arrangements. Previous approval of faculty necessary for enrollment. Prerequisite: SPA 202.

370. Internships (3 to 15 sem. hrs.). Practical on-the-job experience for upper-class students. Previous approval of Department faculty and The Office of Career Planning and Placement necessary.

401, 402. Independent Study (1-3 sem. hrs.). Independent research and final paper on subjects in literature or language not covered by regular course offerings. Previous approval of faculty necessary for enrollment. Prerequisite: SPA 202.

411. Special Topics in Hispanic Literature (3 sem. hrs.). An in-depth study of specialized topics in Spanish (Peninsular) or Latin American Literature as selected by the Spanish faculty. Prerequisite: SPA 202.

412. Special Topics in Spanish Language (3 sem. hrs.). An in-depth study of specialized topics in the Spanish language as selected by the Spanish faculty. Prerequisite: SPA 202.

475-476. Honors Course (3 sem. hrs.). Series offers a major research project to achieve Departmental Honors. By prior arrangement with the staff.

489. Spanish Portfolio (G) (1 sem. hr.). The course encourages and supports students in developing speaking and writing skills in the target language. It monitors their progress toward the goal of achieving the ACTFL Advanced Level of Proficiency in speaking and writing by the time they graduate. Freshmen get acquainted with the objectives of the course during a meeting of majors. Sophomores collect baseline speaking and writing samples in SPA 290. Juniors generate and collect a large number of speaking and writing samples during their study abroad. Seniors register for the course, and speaking and writing samples completed during their senior year and organize their language samples into a portfolio. Offered every year, usually first semester. Prerequisite: completion of study abroad; COM 100; WRI 101. Completion of the ACTFL Oral Proficiency Interview (OPI) and of the Writing Proficiency Test (WPT) is required for this course.

490. Spanish Capstone Course (1 sem. hr.). This is a culminating course for students completing the Spanish major. In the format of a writing workshop, students prepare a paper based on the original research project which they proposed in SPA 290, Study Abroad Preparation. During their time abroad, students collect data for the project, which is written, revised, and presented in SPA 490. This course also complements SPA 489, Spanish Portfolio. Offered every year, usually during the first semester. Prerequisite: completion of study abroad; COM 100; ENG 101.

THR–Theatre

105. Play Production: Stagecraft (F) (3 sem. hrs.). A practical course that familiarizes students with the basic areas and theory of set design, set construction, lighting, sound, costuming, props, and stage management. Students must sign up for 1-hour laboratory period outside of the three-hour instructional class time. Especially recommended for the prospective public school teacher. (Fall and Spring)

150. Introduction to the Theatre (F) (3 sem. hrs.). Understanding the theatre’s nature and historical significance as well as the contributions of playwright, director, actor, designer and critic. Student preparation includes attending plays and/or involvement with a production. (Fall and Spring)

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

210. Sophomore Portfolio Review (0 sem hrs.). Each student will create a portfolio that will contain copies of all their writings, performances, productions, speeches, and applicable professional resumes, etc. Students will maintain their portfolio throughout their tenure at Heidelberg as a Theatre major.

215. Discover the Body Through Movement (P) (1 sem. hr.). Through total body conditioning, increase physical fitness, spatial and body awareness, communication through movement, and confidence while exploring human anatomy and its efficient function. Exercises, based in dance and post-modern body work, will focus on the unification of breath to movement, stability and bodily alignment, grounding to the floor, and relaxation. While providing specific knowledge for applications to the stage, the course will also focus on practical applications for lifelong fitness. (Fall)

216. Introduction to Dance Technique (P) (1 sem. hr.). Explore the body’s unique abilities through ballet,

modern, and jazz dance. Classes will focus on becoming familiar with terminology common to many dance forms and how to execute the movements described. (Spring)

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

220. Experiential Learning in Theatre Performance (F) (1 sem. hr.). Minimum of 45 hours of rehearsal time and successful completion of performance schedule in a major theatre production. Students will complete a journal of reflections on rehearsal and performance work. Prerequisite: Permission of the instructor. (Fall and Spring)

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

307. Advanced Acting (F) (3 sem. hrs.). Theory and practice in specialized areas of acting with a semester’s concentration on one stylistic approach such as Greek tragedy, Renaissance tragedy or comedy, Commedia dell’Arte, mime, Chekhovian drama, theatre of the absurd, or acting in film and television. Prerequisites: THR 207. (Spring)

310. Junior Portfolio Review (0 sem hrs.). Juniors continue work begun in THR 210 on their portfolios. Students will work with a faculty mentor in their major and present their portfolio at the end of the semester to departmental faculty. Prerequisite: THR 210. (Spring)

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

321. Early and Modern Drama (H) (3 sem hrs.). A survey of dramatic literature from early Greece, representative plays from world literature, and plays of the late 19th Century through the 20th Century. Representative plays of each major dramatic movement will be considered. (Spring of odd-even years)

322. Contemporary Drama (H) (3 sem hrs.). Survey of current trends in dramatic literature and performance art of the contemporary era. Study will include consideration of the relationship between page and production using the dramaturgical method. Prerequisites: COM 100; WRI 101. (Spring of even-odd years)

345. Selected Topics (1-3 sem. hrs.). Study of selected topics in theatre of interest to upper level students and staff. Topics offered will concern areas not commonly stressed in regular courses. (Offered occasionally)

370. Internship (3 to 15 sem. hrs.). Departmental permission required. (Fall and Spring)

407. Advanced Acting II (F) (3 sem. hrs.). Additional theory and practice in specialized areas of acting. Prerequisites: THR 207 and 307. (Spring)

410. Senior Portfolio Review (0 sem. hrs). Seniors complete work begun in THR 210 and continued in THR 310. Students will work with faculty mentors and present their portfolios to departmental faculty at the end of the semester. Prerequisite: THR 310. Concurrent enrollment into THR 499.

451, 452. Independent Study (1-3 sem. hrs.). Individual research under the direct supervision of a departmental faculty member. Opportunity for advanced work in theatre arts areas of special interest to the student. Prerequisite: Permission of the instructor. (Fall and Spring)

499. Senior Performance Project (1 sem. Hrs). Students will prepare a public performance of dramatic literature as an actor, director, designer, playwright or dramaturg. Theatre Capstone Course. Prerequisites: COM 100; WRI 101. Concurrent enrollment in THR 410.

WGS–Women’s and Gender Studies

100. Introduction to Women’s and Gender Studies (H) (3 sem. hrs.). Interdisciplinary approach to the study of gender and its intersections with ethnicity, class, and sexuality. Topics will include the social construction of gender, privilege and inequality, health and reproductive rights, family values, and gender dynamics in the workplace. (Spring)

300. Topics in Women’s and Gender Studies (3 sem. hrs.). Study of selected topics in women’s and gender studies. Topics offered will concern areas not commonly stressed in regular courses. Prerequisite: WGS 100 or permission of instructor. (Spring of odd-even years)

400. Gender Theory (H) (3 sem. hrs.). An overview of major authors and works in feminist, masculinity, and queer theories. Prerequisite: Junior or Senior standing and WGS 100 or permission of instructor. (Spring of even-odd years)

WRI–Writing

100. College Writing I (3 sem. hrs.). Instruction and practice in developing basic college-level writing skills. Course restricted to freshman and sophomore students or by departmental permission. Students with credit in ENG 100 may not earn credit for this course. (Fall)

101. College Writing II (3 sem. hrs.). Instruction and practice in writing varieties of expository prose. Students with credit in ENG 101 may not earn credit for this course. (Fall, Spring)

201. Process of Writing and Tutoring (3 sem. hrs.). Exploration of one-on-one writing tutoring theory and practices. Students will study the complex processes involved in written composition, examine researchers’

and theorists' thoughts on writing and teaching in a conference setting, and reflect upon current issues in writing center pedagogy and practice. Prerequisite: WRI 101, exemption exam, Honors Program, or permission of instructor. (Fall)

210. Creative Writing (R)(W)(F) (3 sem. hrs.). The study and creation of short fiction and poetry. Prerequisite: WRI 101, exemption exam, or Honors Program and sophomore standing or above. Students with credit in ENG 210 may not earn credit for this course. (Fall and Spring)

213. Intermediate Writing (R)(W)(H) (3 sem. hrs.). Additional instruction and practice in writing varieties of expository prose, with particular emphasis on critical and disciplinary writing. Prerequisite: WRI 101, exemption exam, or Honors Program. Students with credit in ENG 213 may not earn credit for this course. (Spring)

251. Business and Professional Writing (1 sem. hr.). Study of and practice in writing business and professions. Topics include memos, letters, proposals, progress reports, recommendation reports, and job-search materials. Prerequisite: WRI 101, exemption exam, or Honors Program. (Fall of even-odd years)

252. Grant Writing (1 sem. hr.). Study of and practice in writing grant applications businesses, non-profit organizations, schools, and/or government agencies. Prerequisite: WRI 101, exemption exam, or Honors Program. (Fall of odd-even years)

253. Writing and the Publishing Industry (1 sem. hr.). Study of the publishing industry (both print and digital) and practice in writing for publication. Topics include freelance writing, query letters, agents, large and small publishing houses, vanity presses, academic publishing, self-publishing, etc. Prerequisite: WRI 101, exemption exam, or Honors Program. (Fall of even-odd years)

254. Writing to Inform (1 sem. hr.). Study of and practice in writing short informational pieces for a variety of media and situations, including but not limited to program notes, artist statements, museum labels and programs, product descriptions, software guides, online database entries, etc. Prerequisite: WRI 101, exemption exam, or Honors Program. (Fall of odd-even years)

255. Writing for Social Change (1 sem. hr.) Study of and practice in writing essays, letters to the editor, pamphlets, and other genres intended to sway opinions, alter behaviors and/or influence policies in the public sector. Prerequisite: WRI 101, exemption exam, or Honors Program. (Fall of even-odd years)

260. Writing for Non-Specialist Audiences (1 sem. hr.). Study of and practice in writing specific subjects for general readers. Course will be offered with a subtitle indicating the subject focus for the class. Possible subjects include but are not limited to music, art, culture, history, science, nature, health and medicine, technology, business, politics, current events, sports, etc. May be repeated twice under different subtitles. Prerequisite: WRI 101, exemption exam, or Honors Program. (Fall of odd-even years)

310. Special Topics in Writing and Language (3 sem. hrs.). Selected topics in writing and language study. This course may be repeated once with a different subtitle. Prerequisite: WRI 101, exemption exam, or Honors Program. (Fall, odd-even years)

311. Advanced Poetry Writing (R)(W)(F) (3 sem. hrs.). Creation and critique of the lyric poem. Includes the workshoping of student poems. Students with credit in ENG 311 may not earn credit for this course. Prerequisite: WRI 210. (Spring of even-odd years)

312. Advanced Fiction Writing (R)(W)(F) (3 sem. hrs.). Creation and critique of fiction. Includes the workshoping of student narratives. Students with credit in ENG 312 may not earn credit for this course. Prerequisite: WRI 210. (Spring of odd-even years)

313. Technical Writing (R)(W) (3 sem. hrs.). Study of and practice in writing for business and industry. Topics include memos, letters, proposals, progress reports, recommendation reports, professional articles and popular articles. Students with credit in ENG 313 may not earn credit for this course. Prerequisite: WRI 101, exemption exam, or Honors Program and junior standing or above. (Fall, even-odd years)

314. Advanced Creative Nonfiction Writing (R)(W)(F) (3 sem. hrs.). Creation and critique of creative nonfiction. Includes the workshoping of student writing. Prerequisite: WRI 210. (Fall of even-odd years)

HYPE Co-Curricular Program



The HYPE Program is a co-curricular program students complete over the course of their entire career at Heidelberg. HYPE aims to cultivate emotional intelligence attributes and develops essential leadership skills that are crucial for student success in their personal and their professional lives. Completion of the program enhances our students' knowledge necessary to engage in an ever-changing global society and provides an advantage to our students given employer demand for these characteristics and skills. HYPE emphasizes the connection between students' college experiences and their life goals. The HYPE committee will be responsible for continual assessment and any programmatic changes to this graduation requirement.

► HYPE LEARNING OUTCOMES

Upon completion of the HYPE Program, students will recognize how each outcome integrates into their personal and professional goals after graduation. Students must complete experiential learning sessions in each of the following categories:

- **Values:** recognize different value systems, reflect on their own values systems, and demonstrate how those values are tailored toward their goals.
- **Work Styles:** recognize different working styles, reflect on their own, and demonstrate how the ways they are most productive are tailored towards their life goals.
- **Job Search Skills:** identify different job search skills, develop those skills and demonstrate how those skills will help accomplish their goals.
- **Communication:** recognize skills used in professional and/or culturally diverse environments to synthesize ideas in order to communicate effectively both verbally and nonverbally.
- **Collaboration:** recognize group dynamics and distinguish ways to adjust their leadership style to accomplish common goals.
- **Conflict Management:** recognize divergent perspectives in order to critically analyze and manage conflict.

HYPE will be administered over the course of the academic year and will include all members of the Heidelberg community (students, faculty, and staff/administration). The program will begin with a common experience at the start of the fall semester for each class year (first year students have one experience; sophomores another, etc.) to build community among the class and re-connect students with the campus.

Program Graduation Requirements

Students will complete a common experience and a HYPE Unit in each Learning Outcome category during each academic year of enrollment. Students must complete a total of twelve experiential learning units at the 100, 200, 300, and 400 level, for a total of 48 units. Students must attend the morning keynote address to participate in additional HYPE Units on a given HYPE Day.

Students earning credit for courses prior to entering Heidelberg may complete alternate program requirements. The total number of HYPE Units required is dependent upon the number of course semester hours transferred into Heidelberg.

- 1-23 semester hours transferred: Complete the entire program.
- 24-55 semester hours transferred: 36 HYPE Units required (must complete twelve (12) 200-level units, twelve (12) 300-level units, and twelve (12) 400-level units addressing all six of the learning categories in each level)
- 56-87 semester hours transferred: 24 HYPE Units required (must complete twelve (12) 300-level units, and twelve (12) 400-level units addressing all six of the learning categories in each level)
- 88+ semester hours transferred: 12 HYPE Units required (must complete twelve (12) 400-level units, addressing all six of the learning categories)

Heidelberg students that began their enrollment prior to the summer of 2016, and are requesting

to meet degree requirements in the 2016–2017 Undergraduate Catalog, will follow the reduced program requirements guidelines according to semester credit already earned towards the degree. Those students requesting to change catalogs and have earned more than 60 semester hours towards the degree will be exempt from the HYPE Program.

Students may request a review of alternative HYPE Units when prior life experiences, including but not limited to military service, career/employment, and family obligations are relevant. Inquires for a formal request may be made to the director of the HYPE Program.

Student Life



► STUDENT AFFAIRS MISSION STATEMENT

The Division of Student Affairs supports a seamless residential learning environment that provides critical services, develops engaging activities, and encourages meaningful connections that support the personal, intellectual, and professional development of students.

► THE STUDENT BODY

Heidelberg students do not spend the entire day in the classroom, nor do they find the classroom the only place for the exchange of ideas, self-development, realization of personal goals, social interaction and intellectual stimulation. Residence hall programs contribute to the development of the individual, as do community projects on a paid or voluntary basis, informal gatherings, Greek functions, faculty-student committee meetings, cultural events and numerous other programs. Heidelberg students represent about 18 states and, with the Heidelberg English Language Institute, numerous foreign countries. This is in keeping with the desire for a diversified student body. The natural exchange and assimilation of ideas, regional mores and ethnic differences help broaden a student's knowledge and understanding of other areas, cultures and peoples.

Heidelberg University is affiliated with the United Church of Christ. Out of this tradition, students of all religious and philosophical traditions are welcome. A full-time chaplain is available to support students in their spiritual and faith development. Presentation and forums are held regularly to enhance the liberal arts.

The desire of students to present and participate in worthwhile cultural events contributes to an intellectually stimulating academic climate, all part of the effort at Heidelberg to educate the whole person.

► STUDENT AFFAIRS STAFF

The Student Affairs staff is dedicated to creating and sustaining a supportive environment where each student can learn and grow. Personal, academic, spiritual and professional facets of development are seamlessly integrated through engaging programming, entertaining events that promote fun and school spirit, and critical services that link student experiences inside and outside the classroom.

► CIVIC ENGAGEMENT

The Office of Civic Engagement develops opportunities for community service, service learning and responsible citizenship. All first-year students participate in 'Berg Serve their first weekend of the fall semester. The campus shares in a "day on" of service for the Martin Luther King, Jr. Day of Service. Weekly service opportunities in the Tiffin-Seneca County area are made available through Berg Learning to Serve. The Berg Service Challenge asks each student, staff and faculty member to give a minimum of 20 hours of service in a semester with at least 10 of

those hours to one agency or community organization. Service Fairs are held at the beginning of each semester. The Office of Civic Engagement also leads voter registration efforts on campus and encourages social and political action.

► COMMUNICATIONS

Students are directly responsible for media organizations that afford them opportunities to become involved in writing, art, photography, layout, business affairs and broadcasting. Publications include a yearbook, student newspaper and literary magazine. Additionally, the University offers a television station and radio station working alongside local commercial radio station WTTF.

► DEPARTMENTAL and STUDENT ORGANIZATIONS

Heidelberg University offers over 80 student organizations, which provide opportunities for leadership, service and fellowship. Through the annual registration process, any official organization is encouraged to provide the Office of Student Engagement with up-to-date organizational information. In return the student organization has all the benefits of an officially recognized Heidelberg University student organization.

Chartered by the Heidelberg University Board of Trustees, the Student Senate is responsible for the regulation of student organizations and affairs and for the general social life of the University.

In addition to student led organizations, academic departments will offer organizations specific to their area of discipline, as well as theatre arts, music in the arts, Forensics "speech team", and several other organizations available to students. A listing of campus organizations may be found on the Heidelberg website.

► DINING HALL

All residential students are required to maintain a board plan provided by the University. Hoernemann Refectory, located in the center of campus, serves breakfast, lunch and dinner Monday through Friday, and a continental breakfast, brunch and dinner Saturday and Sunday. Meal service at Hoernemann is all-you-can-eat during dining service hours. A meal/student I.D. card is required for each entry to the Hoernemann dining room.

Heidelberg also offers two additional on-campus dining locations. Fireside Café Pub is a public location in University Commons where students, faculty, staff and community members can enjoy breakfast, lunch and dinner. With a variety of menu options, Fireside is a unique dining facility. Rock Creek Cafe Express is located in the Campus Center and offers soup/sandwich grab-n-go options during weekday lunch hours. Berg bucks, cash or credit cards are accepted at both locations. All locations strive to provide rotating menu options.

► FACULTY-STUDENT COMMITTEES

One of Heidelberg's advantages as a small university is that students who are on Student Senate may serve as voting members on standard faculty committees, such as Academic Assessment Committee, Academic Policy Committee, Community Engagement Committee and Undergraduate Curriculum Committee, in addition to various ad hoc committees. The Student Senate president is a full voting member of the General Faculty.

► HEALTH SERVICES

The Stoner Health Center at Heidelberg University is a modern clinical and health and wellness service facility with a nurse practitioner on staff. The center is open Monday through Friday from 7:15 a.m. – 3:15 p.m. when classes are in session.

Emergency medical services are provided on a 24 hour basis by the Emergency Care Center at Tiffin Mercy Hospital. This facility is located at 45 St. Lawrence Drive, about three miles west of the Heidelberg campus.

► MUSICIANSHIP ACTIVITIES

During the year, the University brings to the campus outstanding concerts and lecture attractions. In the School of Music, weekly student recitals are presented to give experience in public performance. Faculty members and guest artists present recitals for the University and community throughout the year. Various musical organizations such as the Concert Choir, Symphonic Band, University-Community Chorus, University Symphony Orchestra, Chamber Singers, Opera Theatre, Singing Collegians and others contribute to the cultural program with numerous concerts.

► THE OFFICE OF INTERNATIONAL AFFAIRS & STUDIES

The Office of International Affairs & Studies promotes intercultural understanding and global awareness through educational, social, and intercultural programming for all members of the university. The Office provides support services such as immigration and academic counseling to assist non-immigrant students and scholars with their transition to Heidelberg University and the U.S. The Heidelberg English Language Institute (HELI) offers English as a Second Language and American cultural orientation for students whose first-language is not English but who wish to attend an American college or university. The HELI peer partners and the weekly Culture Exchange enhance students' opportunities to improve their English communication skills, their understanding of American culture and their ability to integrate with their American peers.

The Study Abroad Office, incorporated in the Office of International Affairs & Studies, provides support and guidance in international education opportunities for all students. The Office offers individual appointments and specifically designed programs such as informational sessions, pre-departure training, and reverse culture shock workshops to facilitate the study abroad process. As a result, students are better prepared for the study abroad experience as well as to become global citizens.

► THE OFFICE OF DIVERSITY AND INCLUSION

The Office of Diversity and Inclusion strives to create an inclusive campus environment through academic and social programming, while being the steadfast voice of the multicultural student. Through individual appointments, group advising, learning experiences and educational services the Office seeks to create and sustain a campus environment where students respect themselves and an environment that encompasses mutual respect among the racial, cultural, religious, gender, ability and sexual differences.

► RELIGIOUS LIFE

The Office of Religious Life provides students opportunities for spiritual growth, leadership development, community-building, exploration of diverse faith traditions, and advocacy for just communities through worship, pastoral care, educational programs, sacred spaces, social action, and involvement with student and religious organizations. The campus has two chapels: Rickly and Herbster, and a Quiet Room for prayer and meditation. Matters of Faith is a campus-wide gathering every Thursday at Noon. Bible/scripture studies, vocational discernment, and retreats are promoted and encouraged by the Office of Religious Life. The Chaplain seeks to serve all interested students in connecting with their faith tradition and spiritual development. More detailed information can be found on the Heidelberg University website.

► RESIDENTIAL LIVING

Residence hall living and special interest housing options are an important aspect of the total experience at Heidelberg University. Students gain valuable social experiences through living with people who share similar experiences and values. The University aspires that the group-living experience will be an enjoyable part of college life as well as a learning opportunity.

Within the residence halls, houses and apartment complexes, room arrangements vary from rooms for two to four students, with a limited number of single rooms. Some rooms have built-in furniture; others have movable furniture that permits flexible arrangement. Toilets

and bathing facilities vary from semi-private facilities to bathrooms shared by a number of people. All residence halls, houses and apartments are tobacco free with King and Krieg Halls as alcohol/substance free.

Closets, desks, chairs, and beds are provided in the rooms. Personal lofts are permitted in Miller Hall, but must meet fire and building codes. Free automatic washers and dryers are available in each residence hall, house and apartment complex.

Special interest housing options are also available to residential students. Upperclass student groups may apply to live in University spaces that are characterized as independent housing opportunities for groups of students with a common interest. Theme-based housing is designed to provide opportunities for students to develop initiatives and programs that they feel will enrich Heidelberg University and/or Tiffin City communities through community service and other developmental opportunities.

All full-time students, except those commuting from their legal guardian's (parent's) home (within 50 driving miles), those married, or single parents with dependent children, those 23 years old or older and those among the designated number of seniors with 2.75 cumulative GPAs or higher AND no judicial history, are required to live and board in the residential buildings during their time at Heidelberg.

Students living off campus should bear in mind that their conduct reflects upon the University. Should there be a serious breach of conduct on the part of a student residing off campus, he or she may be subject to University discipline and denial of off-campus privileges.

► SOCIETIES AND FRATERNITIES

Approximately twenty percent of the Heidelberg campus belongs to a fraternity or a society. These Greek organizations have played an important role in Heidelberg's educational and social life. Recruitment of new members occurs each year in the fall and spring semester. The Heidelberg Greek community is comprised of ten Greek letter organizations. Of the ten organizations, there are five men's fraternities and five women's societies. Each organization is characterized with unique qualities and characteristics; but provides opportunities for anyone to join. Established originally as literary societies, these societies and fraternities have developed into organizations committed to providing opportunities for leadership development and networking opportunities. Additionally, they strive to improve scholarship and community service/philanthropic efforts within the Tiffin and Heidelberg community. Finally, these organizations understand the true meaning of friendship through their brotherhood/sisterhood bonds and opportunities to demonstrate Greek unity through activities, such as Greek Week, Greek Sing, formals and group retreats.

Endowed Scholarships



Annually, Heidelberg directs millions of dollars to Financial Aid for the express purpose of providing financial assistance to our students. A small portion of this assistance is derived from Endowed Scholarships. These gifts come from alumni and friends for the specific purpose of creating a named scholarship to provide financial assistance to students. They are permanently invested in the University's endowment with only the interest available for spending. Scholarships are awarded by the Financial Aid Office based upon specific selection criteria created by the donor. Currently, named scholarships require a minimum gift of \$25,000. Some scholarships may require a separate application. The University is eternally grateful to these donors for the assistance their gifts provide in perpetuity.

DR. HENRY LYMAN ABBOTT MEMORIAL SCHOLARSHIP FUND is to be awarded to a junior or senior in pre-medical studies who has attained a 3.5 cumulative grade point average and who intends to enter medical school. The recipient must be an American citizen, of good character, deserving and recommended by a member of the pre-medical faculty.

THE MARY R. ADAIR MEMORIAL SCHOLARSHIP FUND, established in 1982, is awarded to academically qualified and deserving students.

MR. AND MRS. J. EARL ADAMS SCHOLARSHIP, established in 1982, is awarded to deserving students.

O. W. ANDERSON SCHOLARSHIP, established in 1980, aids worthy students majoring in business administration.

DIANE P. ARMSTRONG MEMORIAL SCHOLARSHIP IN EDUCATION, established in 2015, is awarded to a sophomore, junior or senior education major with 3.25 cumulative grade point average and in need of financial assistance.

ALICE C. ARNOLD SCHOLARSHIP FUND, established in 1988, is used to assist worthy and deserving students.

GEORGE AND JENNIE BACHMAN SCHOLARSHIP FUND, established in 1970, is used to help deserving students.

MARSHALL AND FLORENCE ('22) BACON SCHOLARSHIP FUND, established in 2007 through the estate of Florence Bacon, benefits deserving students.

BECK-MEIER SCHOLARSHIP, established in 1983, is awarded to a pre-medical student.

HARRY ROBERT BEHRENS MUSIC SCHOLARSHIP FUND, established in 1970, provides scholarships for first-year students entering the Department of Music.

LEX BERSON SCHOLARSHIP is awarded each year, by the family, to a political science major.

THE BISHOP FAMILY SCHOLARSHIP, started by Gary R. and Marilyn H. Bishop, benefits a student majoring in business administration, accounting or economics.

THE HAROLD E. AND MARGARET M. BOEHM SCHOLARSHIP FUND is awarded to deserving and academically qualified sophomores or juniors of financial need.

THE ROBERT B. BOLENBAUGH MEMORIAL SCHOLARSHIP FUND, established in 1992, is awarded to academically qualified and deserving students of financial need.

THE LUKE AND DORIS BOWDLER SCHOLARSHIP FUND, established in 2002 by Luke, class of 1941, and Doris, class of 1942, long-time supporters of Heidelberg University, this scholarship will benefit a deserving student.

HERBERT L. BOWMAN SCHOLARSHIP FUND, established in 1988, is awarded to a student majoring in secondary education. Consideration is given to the students' scholarship, citizenship and moral standards.

DR. MILTON F. BROWN MEMORIAL SCHOLARSHIP FUND was established in 1969 with the income given annually to a student majoring in the sciences, preferably a medical student.

THE ELSIE AND HARRY BRUNKER SCHOLARSHIP, established in 2008, is awarded to a deserving student majoring in religion or aspiring to become a minister.

J. ALFRED CASAD SCHOLARSHIP IN MUSIC, established in 2004, to honor the life and support of J. Alfred Casad, class of 1923, a long-time supporter of the University in Rochester, NY area. The scholarship is to be awarded to a deserving student who is majoring in music.

LEORA DRINKWATER CLARK UNITRUST FUND is made in memory of Leora Drinkwater Clark, class of 1993, an educator and long-time, loyal supporter of Heidelberg University and the Heidelberg Music Department.

THE CLASS OF 1952 SCHOLARSHIP, created by a lead gift from classmate Ray Aufer, benefits academically deserving students.

THE CLASS OF 1954 ENDOWED SCHOLARSHIP benefits students who, due to socio-economic status, might not otherwise have the opportunity to attend Heidelberg. In doing so, the Class of 1954 hopes to lessen some of the barriers to opportunity that students face.

THE CLASS OF 1957 SCHOLARSHIP was established to provide scholarship support to returning students that demonstrate evidence of participation in and service to religious, school and/or other youth organizations.

THE CLASS OF 1959 PERPETUAL SCHOLARSHIP FUND, established for the purpose of encouraging descendants of Heidelberg Alumni to consider Heidelberg as their educational preference.

CHARLES A. COCKAYNE MEMORIAL SCHOLARSHIP FUND is used to assist needy and deserving students.

COLE FAMILY SCHOLARSHIP, created by the Charles and Patty Cole family of Republic, Ohio, is awarded annually to students majoring in business who are financially deserving.

COORS VETERANS' MEMORIAL SCHOLARSHIP FUND, established nationally in 1985, provides financial assistance to sons and daughters of American veterans. Students must have at least a sophomore class standing with a grade point average of 3.0 or better.

THE LEONA NEWCOMB COULTER SCHOLARSHIP IN ENGLISH, established in 2000, is awarded to students majoring in English.

LOWELL V. COULTER (1935) SCHOLARSHIP IN CHEMISTRY, established in 2009 by his son, Michael Coulter ('64) and daughter, Andrea Hoffman, this scholarship benefits deserving students majoring in chemistry.

THE KENNETH B. CUMMINS SCHOLARSHIP. For qualified students with a preference toward an interest in mathematics.

THE DEITZ FAMILY SCHOLARSHIP, established in 2005 in honor and memory of Robin Deitz, class of 1980, and her parents Benjamin and Norma Deitz, is to be awarded annually to a deserving student involved in music.

FRANK AND MARGARET DeWOLF ENDOWED STUDENT SCHOLARSHIP to support students who meet the following: U.S. citizen; a sophomore, junior or senior; a science or education major; have 3.0 grade point average and in need of financial assistance.

THE GENE DICKARD MEMORIAL SCHOLARSHIP FUND, established in 1995, awarded annually to one or more deserving students, with priority given to education or history majors.

ALLAN B. DIEFENBACH-GERTRUDE E. FOUTZ SCHOLARSHIP FUND, established in 1987, is awarded to an upper class student with a Christian attitude and a 3.0 grade point average.

THE ELEANOR W. AND ROBERT G. DILLER SCHOLARSHIP, established in 2002 by their daughters, the Diller Scholarship assists deserving students who ultimately want to pursue a career in teaching. Recipient must maintain a grade point average of 3.0 or better.

THE RALPH AND AMELIA DREHER/OPAL DREHER LIGHT AND GEORGE LIGHT SCHOLARSHIP FUND, established in 1977, provides aid to deserving students who have graduated from a public high school and maintains a 3.0 at Heidelberg.

THE DOROTHY SMYTHE DUESLER MEMORIAL SCHOLARSHIP IN EDUCATION, established in 2000, is awarded to a student majoring in education.

THE DR. ALICE L. EBEL SCHOLARSHIP, established in 2001, is awarded to women students majoring in political science who desire a career in civic and public service and may be motivated to run for elected office.

THE GERALD D. EDWARDS SCHOLARSHIP, established in 1998 in honor of Gerald D. Edwards, class of 1972, to assist a sophomore, junior or senior African American student.

EIGHTH UNITED CHURCH OF CHRIST (CLEVELAND) SCHOLARSHIP FUND, established in 1977, provides aid to deserving students.

THE GLENN D. EVERETT AND HELEN E. REYNOLDS EVERETT SCHOLARSHIP FUND, established in 1992 in recognition of Helen E. Reynolds Everett's long and devoted service to Heidelberg University, is awarded to academically qualified and deserving students of financial need.

FACULTY-STAFF SCHOLARSHIP FUND, established in 1958 as a part of the Development Program, assists deserving students.

FAIRHAVEN HOME OF UPPER SANDUSKY, OHIO, has established a scholarship to provide an annual award, preferably to a student interested in problems of the aged.

FIFTY-YEAR CLASS SCHOLARSHIP FUND was established in 1968 by gifts from the Class of 1917 and the Class of 1918. It is awarded to deserving students.

LESLIE H. AND THELMA M. FISHEL MUSIC SCHOLARSHIP FUND was established in 1982 to assist a music student with University expenses.

THE DOROTHY AND FLOYD FITCH SCHOLARSHIP, established in 2002, shall be awarded to a full-time Black American student of junior or senior rank who has demonstrated leadership and character.

GEORGIA FLAD SCHOLARSHIP FUND, established in 1976 by St. John's United Church of Christ, Bolivar, Ohio, is used to support a deserving student from Tuscarawas or Stark counties, Ohio.

PHILIP AND MARCIA FLECK SCHOLARSHIP, established in 1983, is awarded to a junior or senior from the Seneca County area that is majoring in one of the natural sciences.

FOUSE SCHOLARSHIP is awarded to students preparing for United Church of Christ ministry.

RALPH AND DOROTHY FOUTZ SCHOLARSHIP FUND is awarded to a male or female full-time student who has completed the first year, has a Christian attitude and has at least a 3.0 grade point average.

THE FRANKLIN FUND, established in 1987 in memory of James Truman Franklin and Edna Darrel Whitlinger Franklin, is awarded to an upper class student with a Christian attitude and a 3.0 grade point average.

WAYNE AND KATHRYN FUNK SCHOLARSHIP FUND assists deserving students.

WENNER A. FUNK MEMORIAL FUND was established in 1982 to support deserving students on the basis of need.

ELISABETH WEAVER FURBAY MEMORIAL SCHOLARSHIP, established in 2001, benefits students studying music and who have an interest in applying their knowledge "to encourage the perpetuation of the Gospel and the love of Jesus through music."

PHILIP FURBAY MEMORIAL SCHOLARSHIP, established in 2001, to benefit a student of superior, ethical character majoring in business and involved in extra-curricular activities.

CURTIS F. AND MARCIA PROSTINAK GANTZ SCHOLARSHIP, established in 2014, is awarded to a junior in need of financial assistance, has demonstrated high academic achievements and provided community service to Heidelberg or the Tiffin communities.

THE GAR FOUNDATION SCHOLARSHIP was established in 1985 to assist deserving and needy students.

THE GENERAL SCHOLARSHIP FUND was established to assist deserving and needy students.

JAMES STUART GILLIE SCHOLARSHIP FUND is awarded to young men and women of good Christian character in the following order of preference: 1. Persons who are active members of the St. John United Church of Christ, Fort Wayne, Indiana; 2. Persons who are active members of any congregation in Allen County, Indiana, which is affiliated with the United Church of Christ; 3. Persons who are active members of any congregation in the state of Indiana which is affiliated with the United Church of Christ; 4. Persons who are active members of any United Church of Christ congregation.

THE ROBERT G. GIOIA SCHOLARSHIP FUND provides aid to full-time deserving students who exemplify the spirit of Robert G. Gioia by demonstrating loyalty, compassion, hard work and a true friend.

ADRIAN J. GOOD SCHOLARSHIP IN CHEMISTRY, established in 2003 through the estate of long time Heidelberg supporter Adrian Good, class of 1948, will benefit a student majoring in chemistry.

JAY L. GOODIN SCHOLARSHIP FUND, established in 1976, is used to assist deserving students.

THE NORMA M. FANT GOODWIN SCHOLARSHIP FUND, established in 1994, with the income awarded to academically qualified and deserving students of financial need majoring in voice, piano or organ.

THE WILLIAM F. GOODWIN SCHOLARSHIP FUND, established in 1994 by contributions from Excelsior alumni and friends, with the income awarded to academically qualified and deserving students of financial need, who are members of a Greek social organization with preference granted to members of Excelsior.

THE EMIL J. GUINThER SCHOLARSHIP, established in 1996, is awarded to academically qualified and deserving students.

THE ROBERT H. HACKNEY, DO BIOLOGICAL SCIENCE SCHOLARSHIP FUND will be awarded to a student majoring in biological sciences.

JULIE ANN HAFER SCHOLARSHIP IN ENGLISH/COMMUNICATION, created in 2009 by her parents, Harold and Elaine Hafer, this scholarship benefits a deserving woman student majoring in English or Communication.

SHARON M. AND DAVID P. HARKINS SCHOLARSHIP FUND, established in 2009, is awarded to descendants of Heidelberg alumni, who are full-time students and have a cumulative grade point average of at least 2.5. This is renewable.

THE ORLETHA HARTSCHUH SCHOLARSHIP FUND, established in 2005 in memory of Orletha Hartschuh, class of 1933, is to be awarded to a deserving and qualified student of financial need.

HARTSHORNE SCHOLARSHIP assists senior students preparing for the ministry in the United Church of Christ.

THE HOWARD B. AND LUCY M. HAUCK SCHOLARSHIP FUND, established in 2004 through the estates of Howard B., class of 1932, and Lucy M. Hauck. The scholarship shall be awarded to a resident of Seneca County, Ohio, either male or female, of the Christian faith, who exemplifies the tenets of that faith in his or her daily life.

HEIDELBERG UNIVERSITY WOMEN'S CLUB OF GREATER CLEVELAND SCHOLARSHIP FUND, was established to support a deserving woman student who resides in the Greater Cleveland Area.

DAVID L. HELMS MEMORIAL SCHOLARSHIP, established in 2006 from the estate of David Helms, is intended to recognize and reward outstanding scholarship, citizenship, leadership and sportsmanship—based upon past and current potential as well as potential for continued success and growth. It is to be awarded to a qualified, active member in good standing of the Nu Sigma Alpha Men's society for his senior year.

THE DR. BEN M. AND ELIZABETH HERBSTER SCHOLARSHIP, established in 2002 through the estates of Elizabeth Beam Herbster ('26) and Ben M. Herbster ('26), lifelong supporters of Heidelberg University, to benefit a freshman student from the United Church of Christ.

THE JOHN S. HERTZER AND ANNE KENNEDY HERTZER SCHOLARSHIP FUND, established in 1996, is awarded to academically qualified and deserving students.

THE DONALD W. AND ANNA M. HOLLIBAUGH SCHOLARSHIP, established in 2000, is awarded to deserving students.

HOPE CONGREGATION CHURCH SCHOLARSHIP is awarded to a male or female student entering their junior or senior year pursuing a career in medicine or theology.

THE EDNA H. HORN SCHOLARSHIP, established in 1999, is to be used for general purposes by deserving students as determined by the Director of Financial Aid.

WILLIAM HORSTMEIER SCHOLARSHIP is awarded to deserving students.

WILLARD C. AND JEAN KUENTZ HOSIC SCHOLARSHIP, established in 1996, provides assistance to full-time students entering their junior year majoring in the Education, Business or Music Departments. Maintaining a "B" average may qualify them for renewal in their senior year.

NANCY SCOTT HOUGH SCHOLARSHIP was established in 1998 by Dorothy Davis Scott in memory of her daughter, Dorothy Scott Hough, class of 1950, to support an academically worthy but financially needy student.

THE CECELIA B. HUNTINGTON OREGON SCHOLARSHIP FUND, established in 2013, is to assist a student from the state of Oregon or Washington.

THE ED ('68) AND PAM ('67) HYLAND SCHOLARSHIP, established by fellow classmates and friends in 2011 to honor Ed and in memory of his deceased wife Pam, benefits, in alternating years, a female education major from the Dayton area and a male education major from Northeast Ohio.

MELVIN & GAIL PATTERSON JOACHIM SCHOLARSHIP, assists deserving students in Speech.

JOSEPHSON SCHOLARSHIP is awarded to a minority student.

MICHAEL G. KAEHR MUSIC SCHOLARSHIP, established in 2014, is to assist a student who has a passion for voice or vocal music.

DR. & MRS. PRASAD C. KAKARALA SCHOLARSHIP FUND, established in 2015, is awarded with preference to students from Seneca County, secondly to students from Wyandot, Sandusky and Hancock counties.

KENNETH L. KELLER SCHOLARSHIP FUND, established in 1976, provides aid to needy and deserving students.

DEAN FRANCIS W. KENNEDY SCHOLARSHIP FUND, established in 1975, provides financial assistance to students with need.

THE LORENE E. KENNEDY SCHOLARSHIP FUND established in 1989, is awarded to deserving sophomores, juniors or seniors majoring in history, political science or business administration.

KERNAN MEMORIAL SCHOLARSHIP FUND, assists deserving students with the following priority: 1. Junior Home Kid (or blood or adopted relatives of a family descended from a Junior Home Kid), subject to verification of family affiliation; 2. from the Tiffin area; or 3. a deserving student.

MADOLYN NICHOLS KEY SCHOLARSHIP, established in 2015, is awarded to a sophomore, junior or senior science major in need of financial assistance.

MABEL KINLEY MEMORIAL SCHOLARSHIP awards the income each year on a 60–40 basis to the two candidates for the degree of Bachelor of Music who earn the highest point averages in the junior year.

WILLIAM F. KISSEL SCHOLARSHIP FUND is awarded to worthy and deserving students.

A.A. KITTERER SCHOLARSHIP FUND assists needy and worthy pre-theological students of the United Church of Christ

HERMAN A. KLAHR SCHOLARSHIP, established in 1989, is used to assist a worthy and deserving student.

AUSTIN E. KNOWLTON MEMORIAL SCHOLARSHIP is awarded to a student majoring in mathematics from Ohio with preference given to freshmen.

THE KATHRYN R. KOCHLI SCHOLARSHIP FUND provides aid to full-time students entering their junior or senior year majoring in music education who will be teaching vocal music.

LAURA L. KOHNE MEMORIAL SCHOLARSHIP FUND was established in 1987 to assist deserving students with the following priorities: 1. request by family; 2. member of St. Peter's United Church of Christ in Amherst, Ohio; 3. Amherst student; or 4. other needy students.

THE JOHN I. KOLEHMAINEN SCHOLARSHIP IN POLITICAL SCIENCE, established in 1996, is awarded to incoming first-year students who display an interest in political science and maintain a 3.0 grade point average. The Scholarship is renewable for three years.

THE ROBERTA G. KRABILL MEMORIAL SCHOLARSHIP, established through her Last Will and Testament, will provide scholarships for juniors and seniors enrolled in and attending classes majoring in a foreign language and/or education.

THE EARLE AND MILDRED KROPSCOTT SCIENCE SCHOLARSHIP, established in 2010 through their trust, is to provide scholarship support to sophomore, junior or senior students majoring in the sciences.

LUBEN AND KATHERINE KUTUCHIEF EUROPEAN STUDENT SCHOLARSHIP, created in 2009, benefits European students who wish to study at Heidelberg.

LAKE ERIE REGIONAL WOMEN'S GUILD SCHOLARSHIP was established to assist deserving students.

BETTY LICHTENWALTER MEMORIAL FUND aids a worthy student in the Department of Music.

LINDSAY SCHOLARSHIP has been awarded in the past to a deserving student.

RICHARD J. LOEW SCHOLARSHIP is awarded to students in need of financial assistance.

THE REV. JOHN K. LONG SCHOLARSHIP, established in 2007 through the generosity of the Long family, honors the life and memory of John Long, class of 1959, and benefits deserving students.

LONGAKER SCHOLARSHIP FUND assists deserving music students.

WILLIAM L. AND VERNA M. LONSWAY SCHOLARSHIP FUND was established in 1985 for deserving full-time students who have earned at least a 3.0 grade point average following the first year. The student is eligible for the award for each of his or her remaining three years in school provided a grade point average of 3.0 or above has been achieved.

WILLIAM A. LOTZ AND LETTIE LOTZ SCHOLARSHIP was established to assist a student in education or education administration.

AUGUST H. LYVERS SCHOLARSHIP FUND, established in 1975, provides for eight scholarships, one for a major in music, one for a major in dramatics and the remaining six unrestricted.

HELENA BAER MACHAMER SCHOLARSHIP FUND, established in 2004, this scholarship honors a

Trustee Emerita and long-time friend of Heidelberg University and benefits students majoring in a health-related field. Mrs. Machamer first worked at Heidelberg University as the school nurse, later marrying the university's physician, Roswell Machamer, class of 1937, and serving as a Trustee for many years. Selection shall be made by a premedical advisor on the basis of character, quality of leadership and high academic achievement.

DR. R. F. MACHAMER MEMORIAL SCHOLARSHIP awards a sum each year on the basis of character, qualities of leadership and high scholarship to a pre-medical student at the close of his or her junior year. It is to be applied toward payment of tuition for the senior year at Heidelberg.

THE FRANK F. (1930) AND EMILY LEE (1929) MALONEY SCHOLARSHIP, created in 1997 in memory of the donors who devoted their lives to the welfare of children. The scholarship assists needy students at Heidelberg University.

BRUCE C. MARTIN MEMORIAL SCHOLARSHIP is awarded annually to one or more full-time, academically qualified, deserving students of financial need. Recipients shall maintain a "B" average at Heidelberg to qualify for renewal each year.

THE W.W. MARTIN-ROTARY CLUB SCHOLARSHIP FUND aids students from Seneca County. THE MASTIN SCHOLARSHIP, established in 1988, is awarded to academically qualified students in the fields of natural sciences, mathematics, physics, chemistry and related disciplines.

THE MASTIN SCHOLARSHIP, established in 1988, is awarded to academically qualified students in the fields of natural sciences, mathematics, physics, chemistry and related disciplines.

THE JOHN WILLIARD MATZ SCHOLARSHIP FUND, established in 1989, is awarded to academically qualified and deserving students.

MAYER SCHOLARSHIP FUND assists deserving students.

FREDERICA MAYER SCHOLARSHIP FUND, established in 1975, is awarded to deserving students in the sophomore, junior and senior classes.

McMILLAN SCHOLARSHIP is awarded preferably to upper class education students of high academic standing and in need of financial assistance.

THE MEEKER-DEATS SCHOLARSHIP, established in 1997 in memory of Eugene and Mabel Meeker, Gertrude Meeker and Glenn and Anna Lee Meeker Deats ('39), to support a needy, pre-ministerial student from Seneca County in their senior year.

DAVID C. MERTZ HISTORY SCHOLARSHIP, established in 2014, is to assist a student majoring in history.

ADAM E. MILLER SCHOLARSHIP FUND is awarded for scholarship purposes to aid a Stark County (Ohio) student from the United Church of Christ, one who is a prospective teacher or minister.

THE LEWIS N. MILLER SCHOLARSHIP FUND, established in 1994, is awarded to deserving and qualified students of financial need. This scholarship is given in memory of Lewis N. Miller of Elyria, a loyal friend of Heidelberg University.

MARY LOUISE MILLER SCHOLARSHIP, created in 2009 through the estate of Mary Louise Miller, this scholarship benefits a deserving female student. The funds for this scholarship are endowed with the Putnam County Community Foundation.

PAULINE B. MILLER CONSERVATION SCHOLARSHIP is awarded to a deserving junior or senior majoring in environmental science.

BONNIE MOYER SCHOLARSHIP FUND, established in 1988, is awarded to a student majoring in business administration who holds the high ideals and sincere work ethics as lived by Bonnie Moyer.

THE ANTHONY J. AND GISELE MURELLO ENDOWED SCHOLARSHIP IN CRIMINAL JUSTICE benefits a student who majors in criminology, or is from Lorain, Ohio, or is a member of the Philaethean Society.

EVELYN G. MYERS MUSIC SCHOLARSHIP FUND assists a student, or students, majoring in music.

THE ALEX G. AND IRENE F. NAGY SCHOLARSHIP is awarded to a student actively involved with a foreign language and extra-curricular activities at Heidelberg University.

PHYLLIS TUTTLE O'BRIEN SCHOLARSHIP FUND assists deserving students.

THE FERRIS AND DOROTHY OHL SCHOLARSHIP FUND, established upon their retirement in 1985 after 39 years of teaching at Heidelberg University, provides scholarships for first-year music majors who are working toward Bachelor of Music degrees.

OLESON-WOLFF SCHOLARSHIP, established in 2010 by former students, provides assistance to sophomores who are leaders, participate in forensics or are majoring in business or communication and theatre arts.

TERRY W. AND EDDA (IZZO) OWEN ENDOWED SCHOLARSHIP, established in 2012, is to assist a student majoring in psychology or education and who is a sophomore, junior or senior.

THE WILLIAM AND EMMA OWEN SCHOLARSHIP, established in 2006, is awarded to a student who is of good character, is in good academic standing and is in financial need.

EDWARD N. PAINTON SCHOLARSHIP FUND helps deserving young people while they are at Heidelberg.

PARK-VAUGHAN MEMORIAL SCHOLARSHIP FUND, established in 1976, provides aid to those students preparing to work with emotionally handicapped children.

THE WILLIAM PEART FAMILY CHARITABLE FUND, established in 2006, is awarded to a non-traditional student in the sciences.

JOHN ABRAM PETERS SCHOLARSHIP, established by William Peters ('42) in honor of his grandfather, benefits deserving students majoring in business.

PFISTER SCHOLARSHIP FOR EDUCATION, established in 2012, is to assist an early childhood, elementary or secondary education major who is a sophomore, junior or senior.

DR. CHARLES M. AND MARY C. PRUGH SCHOLARSHIP FUND was established in 1985 by Dr. and Mrs. Prugh, founders and for eighteen years, director of the Heidelberg Junior Year program at Heidelberg University, Germany. Preference is given to students in language or music.

READERS DIGEST FOUNDATION SCHOLARSHIP FUND helps deserving students.

JIM AND SHAY HARTER REESE SCHOLARSHIP IN MEMORY OF RACHAEL ANN REESE, established in 2014, is to assist a sophomore, junior or senior who is in need of financial assistance.

THE PHILIP AND GLADYS RENDOFF MEMORIAL SCHOLARSHIP FUND, established in 1990, is to assist students majoring in elementary education and in need of financial assistance.

RHODES-KING SCHOLARSHIP FUND assists deserving music students of piano, voice and violin.

RICKARD SCHOLARSHIP was established to assist deserving students in the sophomore, junior or senior classes.

THE MR. & MRS. ROBERT E. ROSS SCHOLARSHIP, established in 2005, is to assist needy students engaged in the preparation and study for the ministry of the United Church of Christ.

THE EDWARD AND ALLENE RUBIN SCHOLARSHIP FUND for the Performing Arts, established in 1970, provides scholarships for students majoring in the arts.

GERTRUDE SCHULZ SANDERS AND THOMAS HENRY-SANDERS MEMORIAL SCHOLARSHIP, established in 1976, is awarded annually to a junior or senior who is financing his or her own education and whose life and spirit show a similar dedication.

THE CLIFFORD F. AND MARY BEMENDERFER SAURWEIN SCHOLARSHIPS were established in 1998 in honor of Clifford F. ('27) and Mary Bemenderfer ('30) Saurwein to provide financial assistance to needy seniors and scholarship assistance to natural science majors and to students from specific foreign countries who wish to attend Heidelberg University.

MR. AND MRS. ARTHUR J. SCHMIDT SCHOLARSHIP FUND uses the income to help a student who shows merit or promise, with preference to be given to students from St. Peter's United Church of Christ, Amherst, Ohio.

GERALD T. SCHWARZ AND EARL BOPP SCHOLARSHIP provides aid for a promising premedical student or biology/science teacher.

LESTER M. SEARS SCHOLARSHIP FUND was established to aid deserving students.

MARGARET RAE SEILER SCHOLARSHIP FUND, established in 1970, provides scholarships to students majoring in music.

B.A. SEITZ MEMORIAL SCHOLARSHIP provides each year for a scholarship to be applied toward payment of tuition the following year at Heidelberg for upper class students from Tiffin who demonstrate financial need.

THE C. PAUL SHERCK (1931) AND JOHN E. SHERCK (1898) SCHOLARSHIP FUND, established in 1995, is awarded to a financially deserving full-time sophomore, junior or senior student planning a career in teaching, but not necessarily an education major. The recipient must have and maintain a grade point average of at least 3.0 and be of fine character with traits of compassion, honesty, dedication and discipline.

THE DR. HOWARD K. SHUMAKER SCHOLARSHIP FUND, established in 1990, provides aid to full-time students from Bellevue, Ohio or the United States if no students are qualified from the Bellevue, Ohio geographic area.

THE GLADYS E. SMITH EDUCATIONAL SCHOLARSHIP, created by Ronald and Katherine Smith, benefits a student majoring in education.

RUTH NICHOLS SOLLARS MUSIC SCHOLARSHIP, established in 2014, is for a music performance or music education major. Preference is given to stringed instrument performer.

SOUND OF MUSIC SCHOLARSHIP, established in 2010, is to provide financial support for those who are studying music—piano, voice and/or instrumental.

STACY MEMORIAL SCHOLARSHIP, assists worthy and deserving students.

FRANK K. AND MARGARET STARBIRD SCHOLARSHIP, established in 1991, is awarded to one or more students with high music potential from the areas of vocal music, piano or organ.

THE WAYNE E. STEERMAN SCHOLARSHIP IN SCIENCE, was created in 2003 by Margaret Hanson Reed, class of 1932, will be used to benefit a worthy and deserving student majoring in science.

RUSSELL AND MYRNA STRAUSSER MEMORIAL SCHOLARSHIP, established in 1990, is awarded to a full-time student of Heidelberg University.

THE FRED STUCKEY SCHOLARSHIP IN EDUCATION, was created in 2001 by the daughters of Fred Stuckey, class of 1925, to honor his commitment to and love for Heidelberg University. It benefits a full-time student in education.

THE WALTER E. SUTTON SCHOLARSHIP FUND, established in 2004 in honor of Walter E. Sutton, class of 1937, is awarded to a deserving student or students whose major field of academic study is English, with preference to be given those pursuing the study of literature.

TEVIS FAMILY SCHOLARSHIP IN EDUCATION, established in 2015, is awarded to a full-time sophomore, junior or senior education major with a 3.0 cumulative grade point average, can be renewable.

TIFFIN WOMAN'S CLUB SCHOLARSHIP, established in 2006, is awarded to a deserving student from Seneca County.

THE TIMKEN FOUNDATION OF CANTON SCHOLARSHIP, established in 1980, provides aid based on need, with priority given to Timken Company employees, and most especially those who reside in Crawford County, Ohio, and their children.

JOHN W. TOWNSEND SCHOLARSHIP FUND was established to assist a young person with financial need who shows evidence of achieving great breadth of interest and depth of human warmth. Must be at least a junior.

ELIZABETH EBEL AND ROGER W. TRACY ENDOWMENT FOR INTERNATIONAL STUDY ABROAD, established in 2012, is for sophomore, junior or senior.

THE LOUIS S. AND M. CONSTANCE TREEN SCHOLARSHIP IN SCIENCE, established in 1998 by Dr. Meridith Treen, class of 1981, in honor of her parents, is awarded to a deserving junior or senior majoring in natural science, with preference given to a pre-med student.

UNITED CHURCH OF CHRIST 17/76 SCHOLARSHIP FUND, established in 1976, provides assistance to minority students with financial need at Heidelberg University.

THE UNITED CHURCH OF CHRIST SCHOLARSHIP FUND provides financial aid for students to attend Heidelberg University, with preference given to members of the United Church of Christ.

HELEN L. WAGNER SCHOLARSHIP was created in 2002 by the estate of Helen L. Wagner and will benefit deserving students.

HOWARD B. WEAVER SCHOLARSHIP FUND helps students of high academic standing from Stark County, Ohio.

VALERIE WEINGART SCHOLARSHIP, established in the permanent endowment of the University, is awarded annually to a woman majoring in music in her junior or senior year. The recipient, when possible, should be from Columbiana County, Ohio.

THE SARAH E. WELSH EDUCATIONAL SCHOLARSHIP FUND, established in 1999, assists students in the following order: 1. Students who graduate from Springboro High School and are members of the Springboro United Church of Christ in Miamisburg, OH; 2. Students who are members of Springboro UCC and who graduate from a high school other than Springboro; or 3. Students who graduate from Springboro HS and are not members of the Springboro UCC. This award is to be renewed for four years as long as the student is in good academic and social standing.

WHISTLER SCHOLARSHIP IN CHEMISTRY honors Dr. Roy Whistler ('34) professor emeritus at Purdue and often referred to as the "father of carbohydrates", benefits a sophomore or higher majoring in chemistry.

THE VIRGINIA (1932) AND SHERMAN WHITE SCHOLARSHIP, established in 2005, is awarded to a deserving and academically qualified student.

WILHELM FAMILY ENDOWMENT FUND, created by Alfred A. Wilhelm ('41), Heidelberg Emeritus Trustee, provides financial assistance to full-time students who are industrious with intellectual capacity indicating capability of success.

THE JAMES R. & LEANNE O. WOLFF SCHOLARSHIP, established in 2005, is awarded to a deserving woman student or students studying science or the humanities, with preference given to those majoring in communication, music or biology.

THE WOMEN'S GUILD SCHOLARSHIP FUND helps a worthy student, or students, in the sophomore year of college or beyond, preparing for a church-related vocation.

WORLD WAR II MEMORIAL SCHOLARSHIP FUND, established on Memorial Day, 2004 by Verne, class of 1942, and Evelyn, class of 1943, Atwater, this scholarship honors and remembers those Heidelbergers who sacrificed their lives and promises for the future to protect their loved ones and the "American Dream." The scholarship is awarded to a deserving student majoring in education, business, political science, music or science.

THE ELMER M. ZAUGG SCHOLARSHIP, created in 1997 by Mildred Z. Chamberlin ('33) and Harold M. Zaugg, in honor of their father, a former faculty member and alumnus of Heidelberg University, to assist needy students.

ZECHIEL MEMORIAL SCHOLARSHIP FUND was established by the children and grandchildren of Otto J. and Hazel C. Zechiel. The scholarship is awarded to junior or senior students who are preparing for full-time Christian Ministry or to junior or senior students who are members of the United Church of Christ.

Endowed Prizes and Endowed Funds



Endowed Prizes and Endowed Funds are also gifts permanently invested in the University's endowment. Prizes are created to provide cash awards to students and Endowed Funds are created to support a faculty, staff or a specific purpose, i.e. choir travel. Financial Aid awards prizes based on selection criteria determined by the donor. Endowed Funds are also awarded through criteria created by the donor. Endowed Prizes and Endowed Funds require a minimum of \$10,000. These gifts are deeply appreciated by the University.

The J. Robert Allman Award in Theatre Arts, established in 1997 by the Department of Communication and Theatre Arts (and now coordinated by the School of Music and Theatre), recognizes a graduating student who, out of participation in at least six Heidelberg Theatre productions, is considered to exceed all other acting participants in performance and leadership onstage.

Archives Endowment Fund, created by the Class of 1960 on the occasion of the 50th reunion, provides for the preservation and development for the University Archives and its program.

The Arthur E. and Helen M. Bean Music Award, established in 1998 in honor of the donors, Arthur and Helen Bean. It is given to a junior music major on the Bachelor of Music, Bachelor of Arts or Bachelor of Science degree. Nominations are made by instrumental faculty at the end of the sophomore year juries and the recipient is elected by the instrumental faculty after the nominee has performed a junior recital.

The John H. Bing Fund, established in 2010 in honor of Professor John H. Bing, is to support the political science program at Heidelberg University.

F. J. Brand Prize in Physics, annual cash award to the junior or senior who has taken at least 14 semester hours in physics and who, in the judgment of the head of the department, has made the greatest progress in laboratory or classroom work during the year.

Burghalter Memorial Award, annual cash award to any student in the three upper classes who voluntarily during the year by a single continuing unselfish act has best exemplified the spirit of the Good Samaritan.

Chidester Prize, established in 2004 by members of the Excelsior Society and friends of Jackie, assists students from Licking Valley High School or Licking County.

Distinguished Service Award in American Studies, a four year award in recognition of outstanding service to the University or community by a student majoring in American studies.

Distinguished Student Award in American Studies, a cash award presented to the graduating senior who has achieved the highest academic standard during four years at Heidelberg while a major in the department.

The Helmut Fischer Prize in German-American Studies, a student selected by the Language Department who in the past year excelled in German studies or in fostering German-American understanding.

Paul A. Flynn Memorial, awarded to a pre-law student.

Alexander and Christina Garver Memorial Prize, annual cash award to the two first-year students who rank highest in a competition in English composition each May.

Dr. Andrew J. (1981) and Anne Hering Gase Medical School Award, to aid a deserving senior(s), in good standing within any major, who has been accepted by and is attending an accredited medical school recognized by the Council of Education of the American Medical Association or by the American Osteopathic Association.

William Henry Gibson Prize Fund, provides an annual cash award to a graduating senior who, in the judgment of the keyboard faculty, has excelled in the performance of a full senior piano or organ recital.

William Henry and Harriet Jane Gibson Awards provides one or two \$500 awards to full-time first-year or transfer students, who are non-music majors participating in the Concert Choir during their first year on campus.

The Dr. John W. Groce Prize in Chemistry, supports a sophomore or junior student majoring in Chemistry or Biochemistry.

Michael Hayhow Prize, an award to a first-year student who, showing intent to return to Heidelberg University for further education, exemplifies the qualities of leadership, grade point average and service to the community.

R. W. Herbster Prize, an annual cash award given to the highest ranking varsity speaker on Heidelberg's Forensics/Speech team. The ranking will be based on competition in intercollegiate forensics tournaments throughout a given academic year. This prize will be distributed in the Spring semester.

The Alfred T. Hobson Award, a cash award made annually to the junior or senior majoring in English, Communication, Media, or Theatre whose qualities of character and personality best reflect those of Alfred (Al) Hobson.

Paul H. Hoernemann Award, based upon a gift from the Rev. Dr. and Mrs. T. W. Hoernemann, parents of Paul H. Hoernemann. This plaque is awarded annually to the graduating student who most nearly exemplifies the characteristics of mind, body and spirit to which Paul Hoernemann (Class of 1938) dedicated his own life: high ethical character, scholarship, proficiency in athletics and conspicuous loyalty to the spirit of Heidelberg University.

The Paul H. Hoernemann Memorial Prize Fund, annual award divided equally between the two sophomores who have shown the most improvement in football and voice, as determined by the professors and department heads in these areas. The award is to be applied to student's fees during the first semester succeeding the year in which it is awarded, irrespective of any other aid or scholarships.

H. Dana Hopkins Award, annual cash prize to the outstanding senior student majoring in Communication, Media, or Theatre. Selection will be based on scholarship and participation in communication, media, or theatre departmental activities, as judged by the Communication and Media, and Theatre faculty.

Jane Frost Kalnow Memorial Fund, an annual cash award for one or more scholastically outstanding German majors.

Jane Frost Kalnow Memorial Fund Career in Accounting, an annual cash award to the outstanding junior with a career goal in accounting selected by the faculty of Business Administration, Accounting and Economics.

Jane Frost Kalnow Memorial Fund Career in Industry, an annual cash award to the outstanding junior with a career goal in industry, selected by the faculty of Business Administration, Accounting and Economics.

Jane Frost Kalnow Memorial Scholarship, an award given annually to a deserving student based on scholarship and character.

Kefauver Memorial Prize, annual cash award to the member of the junior class who has received the highest grades throughout the year.

Thomas F. Keller Prize, annual cash award to the three members of the graduating class who have received the highest grades throughout their four years at Heidelberg.

The Frank Kramer Prize, a cash award presented to a junior or senior who has taken at least 12 hours in classics with a grade average of at least 3.5.

The John Allen Krout Award, in honor of the alumnus and former dean of Heidelberg University, is a plaque presented to a junior for scholarship and participation in two varsity athletic sports.

The John Allen Krout Prize in American History, an annual cash award to the graduating senior who, in the judgment of the Department of History, has demonstrated outstanding ability in American history.

Edward Lamb Foundation Award, a plaque awarded to the senior majoring in the field of business administration and economics that has the highest cumulative grade point average.

Charles M. LeGalley Prize in Speech, annual cash award to a junior who is judged by the Department of Communication and Media to be the “best performer” in that year in the activities of the department.

The Liston Prize, priority will first be given to qualified candidates pursuing studies emphasizing water quality, then to students preparing for other environmentally orientated careers. Preference—water resources track. Contingent on student returning to complete graduation or pursuing graduate studies in the aforementioned field.

A. G. McQuate Award in Field Biology, annual cash award to the upper class student who, in the judgment of the biology faculty, has demonstrated ability, interest and promise in the areas of conservation and field studies. Participation in formal field studies programs will be encouraged in the granting of this award.

Dr. and Mrs. Burton R. Miller Prize in English, annual cash award to the senior majoring in English who has received the highest grades in English during his or her junior and senior years.

Wellington and Anna Miller Memorial Prize, annual cash award divided between the two seniors receiving the highest grades throughout the year.

The Montague Prize, established in 1995 in memory of Henry S. Montague, a former faculty member of Heidelberg University, is awarded to the most outstanding sophomore and junior keyboard major; applicable only for payment of University fees.

Dr. Rose Moore Education Award, based on scholarship, character, personality and prospects as a teacher, is a cash award to be presented to a student preparing for a career in elementary education.

The David Noss Lecture Series Fund, established in 2010 by Dr. Noss’ children, Roger Noss and Jeanne Noss Kline, this fund will help support efforts to bring to campus prominent speakers on the topics of social justice and ethics.

The Ferris and Dorothy Ohl Prize, a cash award presented for excellence in musical performance to a student music major working toward a Bachelor of Music degree who has best displayed musical talent, performing ability and the potential for professional success. The student will be selected in the second semester of the senior year by the entire music faculty. The prize is to be awarded during Honors Convocation.

Alan S. Okun Prize in Communication and Media, established in 2001 by Alan S. Okun’s (Class of 1972) family, will benefit a student pursuing an interest in electronic communication.

The Arnold “Skip” Oliver Award, established by the Political Science Department in 2005, is awarded to the outstanding student or students in the senior class.

Lenore Osterholm Prize in Spanish, annual cash award to the two students who have achieved the highest grades in Spanish above the 200 level.

Harry Emil Pheiffer Living Memorial Award, annual cash award to a junior preparing for the ministry in the United Church of Christ on the basis of scholarship, Christian character and Christian leadership qualities.

Pretzer Memorial Prize in Religion, annual cash award to the two students, either sophomores or first-year students, who, in the judgment of the head of the Department of Religion, write the best term papers for the beginning courses in the department (201 or 250) on the outlook of the Christian faith upon some practical everyday problem.

Prugh Prize in Athletics, annual cash award to the graduating student who is judged to have excelled all others in leadership and performance in several branches of intercollegiate athletics, one of which has been basketball, during his or her career at Heidelberg University. Selection is made by a committee composed of the head of the faculty Committee on Athletics, the Director of Athletics and the Vice President for Student Affairs.

PSI CHI Outstanding Senior Award, a plaque presented to the graduating senior, majoring in psychology, who has demonstrated outstanding work in academics. Nominations are made by the Heidelberg chapter of Psi Chi (the National Honor Society in Psychology) and final selection is made by the Department of Psychology.

William A. Reiter Memorial Prize, an annual cash award given to highest ranking novice (first year) speaker on Heidelberg’s Forensics/Speech team. The ranking will be based on competition in intercollegiate forensics tournaments throughout a given academic year. This prize will be distributed in the Spring semester.

The Martin A. Reno Prizes in Computing, given in memory of Dr. Martin Reno who, during his forty years at Heidelberg, served as Chairman of the Physics and Computer Science Departments and Associate Vice-President for Information Resources. The *Emerging Scholar Prize* is given to a sophomore student pursuing a major or a minor offered by the Department of Computer Science who, in the judgment of the departmental faculty, demonstrates strong personal character and outstanding ability in the field. The *Senior Scholar Prize* is given to a senior completing a major offered by the Department of Computer Science who has maintained a 3.5 GPA and who, in the judgment of the departmental faculty, exhibits a strong work ethic and the qualities of character, leadership and integrity. Preference will be given to a student who plans to continue his education in the field.

Senior Laureate Prize, an award given annually to a worthy student based on scholarship and character.

John C. Shinn Memorial, an annual award given to a young man or woman who is majoring in history, political science or economics.

E. J. Shives Prize in Chemistry, annual cash award to a senior who has majored in chemistry and who meets the following conditions: 1. has maintained a grade point average of B (3.0) in all courses taken for a degree after seven semesters in the University; 2. has maintained a grade point average of 3.5 in all courses elected for the major; and 3. has been judged by the staff of the Department of Chemistry as worthy of this honor.

R.C. & J.D. Spring Scholarship, an award to a needy and worthy Heidelberg University graduate who has been accepted by a theological seminary to prepare for service as a minister in the United Church of Christ. Preference is given to students from Montgomery County, Ohio.

Martin Walker Smith Prize in History, annual cash awards to two senior students. One award goes to the senior major with the highest cumulative point average at the end of the first semester of the senior year. The second award goes to a senior major for a research paper on some problem in history.

Daniel J. and W. J. K. Snyder Prize, two cash prizes and keys awarded to the man and woman who at graduation are adjudged by the faculty to have excelled during their four years at the University in leadership based upon character and scholarship.

William F. Steele Prize in Mathematics, annual cash award to the graduating mathematics major who, in the judgment of the mathematics faculty, best demonstrates outstanding interest, ability and potential for further study in mathematics.

George A. Stinchcomb Prize in Natural Science or Mathematics, annual cash award to a student of sophomore standing during the year who excels in natural science or mathematics. The recipient is chosen by the Vice President for Academic Affairs from students recommended by the heads of the natural science and mathematics departments. The sophomore must have completed four semester courses in natural science and two semester courses in mathematics.

Stoner Memorial Prize, annual award to the two sophomores in Arts who receive the highest grades during the first-year and sophomore years; available only for the payment of University fees.

Tau Mu Sigma Prize, a cash award given each year by the organization to the sophomore in the Department of Music who has maintained the highest scholastic average for the year.

Triad Club Award a credit letter given each year to the junior in the Department of Music who has the highest music cumulative average during the year.

The Wickham Prize in Business, a cash award given annually to the senior who, in the judgment of the Business faculty, has been the most active and effective in organizations and activities within the Heidelberg School of Business. The prize is given in honor of Professor Emeritus William T. Wickham (Class of 1951) who served as chairperson of the Business, Accounting and Economics Department from 1977-1999.

Dr. E.I.F. Williams Memorial Prizes in Education, annual cash awards to two men and two women in student teaching who are judged by the Department of Education to rank highest. Two of the prizes are for students preparing to teach in elementary schools, the other two for students preparing to teach in junior or senior high schools.

Wilson Memorial Prize, given each year to a senior majoring in biology, who has been accepted for graduate study in a biological science or in medicine or dentistry and who shows promise of outstanding achievement.

The Leanne O. Wolff Award in Communication and Media, established in 1996, is awarded to a junior majoring in Communication and Media with the highest grade point average after five semesters and 70-80 semester hours at Heidelberg.

The Carl D. Yost Endowment Fund for Study Abroad, established in 2010, assists junior or senior students who meet the fund criteria, with the extra expenses associated with studying abroad.

Allan King Zartman Prize in Biology, to the sophomore or junior in biology who has excelled in the quality of his or her work. The award, made by the head of the Department of Biology, is available only for University fees during the succeeding year.

Elizabeth Conrad Zartman Prize in Philosophy, annual award to the sophomore or junior in philosophy who has excelled in his or her work. The award, made by the head of the Department of Philosophy, is applicable only for University fees during the succeeding year.

Annual Scholarships



Annual Scholarships are gifts made annually to support students financially. The entire gift is directed to a student or students based on the selection criteria of the donor. Currently, the minimum gift for an Annual Scholarship is \$1,250. The University is grateful for these annual gifts.

- CROGHAN COLONIAL BANK SCHOLARSHIP, an annual scholarship, established in 2012, which provides financial assistance to incoming freshmen in the Heidelberg School of Business with an interest in a professional career in the financial service industry.
- PAUL (1967) AND MARTHA FELLER FAMILY SCHOLARSHIP, established in 2014, provides financial assistance to a deserving junior or senior student majoring in mathematics and/or physics (or other physical science), with special consideration given to physics students desiring to pursue a career in Medical Radiation Physics.
- THE TED AND JANE HOERNEMANN HIERONYMUS SCHOLARSHIP, created in 2010, provides financial assistance to deserving and qualified students from Miamisburg High School who wish to attend Heidelberg.
- THE TED AND JANE HOERNEMANN HIERONYMUS SCHOLARSHIP IN MUSIC, created in 2012, provides financial assistance to deserving and qualified students from Mentor High School who wish to attend Heidelberg and major in music education or music performance.
- HOME SAVINGS AND LOAN COMPANY SCHOLARSHIP, established in 2002, is to provide aid to a junior or senior business related major with minimum 3.0 GPA.
- STEPHEN (1964) AND KATHLEEN KELBLEY SCHOLARSHIP, established in 2006, is to benefit a deserving student from Seneca County.
- THE CHRISTI THOMAS MEMORIAL SCHOLARSHIP, established in 2007 and awarded to a junior majoring in education, is given in memory of Christi Thomas, Heidelberg Education Department's Lemonade Girl!

Admission



Heidelberg University seeks to admit those students who will benefit from the educational offerings of the University and who will contribute to the shared life of the campus community. Students are admitted regardless of sex, race, national origin, physical handicap or religious affiliation. Admission is granted after careful review of the candidate's academic promise, social character and potential for success at Heidelberg University.

The Admissions Committee considers each applicant individually to determine if the student will be able to fulfill successfully the academic responsibilities of a Heidelberg student. The applicant's high school achievement record is the single most important factor considered. A college preparatory program in high school is generally required. Candidates are strongly encouraged to distribute their high school work over as many of the academic areas as possible. As a minimum preparation, Heidelberg strongly encourages applicants to have 4 units of English, 3 units of social studies, 3 units of mathematics (Algebra I, Algebra II and geometry) and 3 units of natural sciences (earth or physical science, biology and chemistry). Two or more units of another language are highly recommended. Science- and mathematics-related majors are urged to consider additional coursework in mathematics and science.

► HOW TO APPLY

The application process is accessible online and the link may be found on the admissions webpage. Applications may be submitted any time after the student has completed his or her junior year of high school. Clearly qualified students are advised of their admission as early as September 15 of their senior year.

Transcripts of all courses taken, grades and credits received in high school must be sent to the University before a decision on admission will be made. Although most applications are received at the end of the student's sixth or seventh semester in high school, final enrollment is contingent upon satisfactory completion of all high school requirements.

Review of high school or college transcripts are made by admission staff to be sure they are valid. If necessary, additional documentation from the high school or college is collected.

Standardized test scores should be forwarded to the University as soon as they are available. Heidelberg requires either the ACT or the SAT. These tests are administered several times during the year, and the University will accept scores from any testing date. An on-campus interview with a member of the Admission staff is encouraged.

► ROLLING ADMISSION PROCEDURE

Complete applications are normally processed within two weeks of their receipt in the Office of Admissions. A complete application consists of:

1. A completed Heidelberg University Application for Admission with the required essay.
2. An official high school transcript or equivalent, such as a GED. Review of high school or college transcripts are made by admission staff for authenticity. If necessary, additional documentation from the high school or college is collected.
3. Official transcripts of any college course work.
4. Results of the Scholastic Aptitude Test (SAT) or the American College Test (ACT).
5. Guidance Counselor Evaluation, if requested.

► MUSIC APPLICANTS

In addition to meeting the general requirements for admission to Heidelberg, applicants to the School of Music must audition in order to demonstrate musical achievement in the area of study. Placement tests are used to determine the student's musical knowledge and background. Students planning to major in music should contact the chairperson of the School of Music to schedule an audition.

► CONDITIONAL ACCEPTANCE

Heidelberg University encourages all interested students to apply for admission. Conditional

acceptance is offered to students who do not meet all of the criteria for admission but who show promise of success. Additional support materials such as recommendation letters and writing samples may be requested prior to an admission decision being made.

Students admitted conditionally will be limited to 12 to 13 credit hours during their first semester. Appropriate classes will be assigned and students may not change their schedule without permission of Academic Affairs. Applicants who lack sufficient foundation in their proposed area of study may be required to successfully complete designated courses before qualifying for full admission.

► ENROLLMENT FEE

After admission the student should submit a \$250 fee to insure a place in the incoming class. This fee is non-refundable after May 1.

► CERTIFICATION OF HEALTH

The entering student's medical history record and physical examination report are submitted on forms provided by the University after acceptance for admission and before the student's arrival on campus. Students with a learning disability should provide written documentation of that disability after acceptance for admission to the Director of the Academic and Career Support Center who will determine appropriate accommodations.

► COURSE TRANSFER POLICY

Transfer credit is determined by the Office of the Registrar. Eligible credit must be earned from a college or university accredited by the Higher Learning Commission or other accrediting commissions which have been recognized by the Council on Higher Education Accreditation (CHEA). Credit will be accepted at Heidelberg University as long as the grade earned is C (2.00) or better.

A student transferring to Heidelberg University from other institution(s) of higher learning must meet residence requirements in order to be eligible for graduation from a baccalaureate degree program. A candidate for a degree must take a minimum of 30 semester hours at Heidelberg University. A minimum of 60 hours must be earned at a four-year college or university. At least one-half of the hours required for a major at Heidelberg University (not including allied courses) must be taken as coursework at Heidelberg University and does not include credit by exam or CLEP. In the event a student's transfer credit awards more than one-half of the hours required by their intended major, additional course requirements will be arranged between the Department Chair and the student to ensure that the student meets the one-half of the hours in the major residency requirement.

Credits will be awarded for specific Heidelberg University courses when transferable credits are for equivalent courses. When the transferable courses do not have Heidelberg University equivalents, credits will be awarded as 'elective' credits. Transfer credit does not affect the Heidelberg University cumulative grade point average and may not replace credit earned for the same course at Heidelberg University. Courses identified as "Developmental" or "Pre-College" are not eligible for transfer credit.

Heidelberg requires that international undergraduate applicants provide proof of secondary school completion to be enrolled at the university as first year students. We reserve the right to accept or reject transcripts and to ask for additional information if deemed necessary. Heidelberg acknowledges a National Association of Credential Evaluation Services (NACES) approved agency's evaluation as an automatically authenticated transcript submission. Some international undergraduate applicants may be required to have their transcripts processed through a NACES agency.

As part of the degree requirements at Heidelberg University, students must earn at least 30 semester hours in undergraduate courses numbered 300 and above. Transfer students are encouraged to read the policy addressing the Total Degree Requirements.

If a student wishes to appeal a transfer credit decision, s/he may submit a copy of the syllabus from the course in question to the Office of the Registrar no later than 90 days from the date of the transfer evaluation. Appeals will go to, and may be granted by the Department Chair and amended on the student's transfer evaluation. When cases of unusual or extenuating circumstances occur, a student may appeal the transfer credit decision beyond the 90 day limit.

ADVANCED PLACEMENT (AP)

Heidelberg recognizes the value and purpose of certain college-level courses offered to superior students in many secondary schools through the Advanced Placement Program of the College Entrance Examination Board. To be eligible for advanced standing and/or actual college credit, the entering first-year students must have completed a college-level Advanced Placement course in high school and achieved a satisfactory score on the Advanced Placement Test for that subject. All decisions regarding standing and credit are made by the Registrar.

CAREER-TECHNICAL CERTIFICATION TRANSFER POLICY

The Ohio Board of Regents and the Ohio Board of Education have developed pathways for students in adult career-technical educational programs to transfer completed technical courses (that adhere to recognized industry standards) without unnecessary duplication or institutional barriers. Therefore, Heidelberg University will rely on Career-Technical Assurance Guides as a foundation when reviewing credit earned at a career-technical educational facility. The Undergraduate Academic Policy Committee will assess each student's certificate in partnership with the appropriate department(s) and may award up to 12 semester hours of credit. Students must provide a certificate or other approved verification. Credit may be awarded up to three years after a certificate was earned.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

Heidelberg awards advanced standing credit for specified Subject Examinations of the College-Level Examination Program. Additional information is available on the website.

INTERNATIONAL BACCALAUREATE ORGANIZATION PROGRAM (IB)

Heidelberg awards advanced standing credit for specified standard and higher level examinations. Additional information is available on the website.

MILITARY CREDIT

Heidelberg University will review any previous military experience and training for possible university credit. The same transfer rules apply to these courses.

Determination of credit is based on the American Council on Education (ACE) guidelines as published in The Guide to the Evaluation of Military Experiences in the Armed Services. In addition to high school or college academic transcripts, applicants will need to submit a DD Form 214 and any military transcripts detailing training and education. These would include:

DD Form 214

AARTS Army/American Council on Education Registry Transcript System

SMART Sailor/Marine ACE Registry Transcript

Community College of the Air Force

Coast Guard Institute

PRIOR DEGREE TRANSFER POLICY

Matriculants who have earned an Associate of Arts or Associate of Science from a state-assisted, regionally accredited university in Ohio beginning 2007, are eligible to use the degree to fulfill the Undergraduate Academic Foundation requirement. Matriculants holding a Bachelor's Degree from a regionally accredited university may also use the degree to fulfill the Undergraduate Academic Foundation requirement. Matriculants must meet all residency requirements and all other degree requirement policies.

If a student does not meet the Prior Degree Transfer criteria, an appeal may be made to the Provost's Office. The appeal form is completed on-line and will be referred to the Academic Policies Committee for a full review of the student's academic history.

PRIOR LEARNING ASSESSMENT

Heidelberg University embraces diversity in academic development and understands there are several academic pathways leading to a baccalaureate degree. For this reason, Heidelberg welcomes students from various academic backgrounds and will assess coursework on an individual basis while using defined policies.

► HOME SCHOOL STUDENTS

Heidelberg welcomes and encourages home schooled students to apply for undergraduate admission. Home schooled students must supply:

1. A high school transcript, or its equivalent, including a list of courses taken, grades received

or level of proficiency attained. This transcript can be from a home school curriculum agency or can be parent (or instructor) generated. A student may apply while their final coursework is in progress. Satisfactory transcript equivalents are:

- General Education Development (GED) certificate or state certificate;
- Documentation that the student excelled academically in high school and has met the University's admission standards;
- A certificate of completion of a home-study program if the program is recognized by the student's home state.

2. ACT or SAT test scores.
3. College transcripts, if any college-level coursework has been taken.
4. Official final transcript indicating date of graduation.

► INTERNATIONAL STUDENTS

Students who are not citizens of the United States, and who are interested in admission to Heidelberg as degree program students, should contact the Office of Admissions for information on application procedures. Heidelberg is authorized under Federal law to enroll nonimmigrant students. Tuition and fees must be paid prior to each semester.

► DUAL ADMISSION AND ENROLLMENT PROGRAM

PARTICIPATING COLLEGES

- Marion Technical College—Marion, OH
- North Central State College—Mansfield, OH
- Owens Community College—Findlay and Toledo, OH
- Terra Community College—Fremont, OH

While enrolled at one of these participating colleges, students may enroll in one class at Heidelberg each semester for a maximum of four semesters prior to transfer. Heidelberg University will charge the same tuition rate as the participating college and provide academic advising to help students best utilize their credits.

The program is open to new, transfer, and adult students. Students begin the Program by completing an Associate of Arts or Associate of Science degree, and then transfer to Heidelberg University to complete a bachelor's degree. The Dual Admission and Enrollment Program requires that students meet all admission requirements and be accepted by both the participating college and Heidelberg University. All students must complete the appropriate online application and submit a final high school transcript and/or GED. Official transcripts from any prior college attended must also be submitted. New students with no prior college and transfer students with few earned hours must also submit ACT and SAT scores.

► ADULT AND NON-TRADITIONAL APPLICANTS

Applicants 23 or older may apply for admission to Heidelberg as an adult student. Such applicants need not submit scores from the Scholastic Aptitude Test (SAT) or the American College Test (ACT), but should submit a high school transcript or its equivalent and official transcripts of all previous college work. Application forms are available on-line.

► VETERANS

Heidelberg is fully approved under the laws providing educational benefits for eligible veterans. The following programs are offered through the Department of Veterans Affairs and administered at Heidelberg University: Post-9/11 GI Bill or Chapter 33, Yellow Ribbon Program, Montgomery (New) GI Bill or Chapter 30, Reserve GI Bill or Chapter 1606, Veterans Educational Assistance Program (VEAP) or Chapter 32, Dependents Educational Assistance or Chapter 35, and Vocational Rehabilitation or Chapter 31. Certification of enrollment is managed by the Director of Financial Aid. Veterans should submit their Eligibility Notice to the Financial Aid Office.

► YELLOW RIBBON PROGRAM

Heidelberg University has entered into the Yellow Ribbon Program, which allows eligible military veterans to attend Heidelberg tuition-free for up to four years.

The Yellow Ribbon Program is a provision of the Post-9/11 Veterans Education Assistance Act of

2008. As a participant in the program, Heidelberg pledges to cover 50 percent of any tuition and fees that remain after Post-9/11 benefits have been awarded by an eligible service member. The U.S. Department of Veterans Affairs will match the Heidelberg contribution to cover military veteran's tuition and fees in full.

Eligibility includes those military veterans who have served at least 36 months of active duty after September 10, 2001, as well as those veterans who have served 30 continuous days after September 10, 2001, and who were honorably discharged from active duty for a service-connected disability. Eligibility also extends to dependents who qualify for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria listed above.

Additional information about the Yellow Ribbon Program and the Post-9/11 Veterans Education Assistance Act can be obtained through the Heidelberg Financial Aid Office or through the GI Bill web site at www.gibill.va.gov.

► PART-TIME STUDENTS

Persons who wish to enroll as part-time students — fewer than 12 semester hours — with the intent of seeking a degree should follow the usual application procedures outlined in the preceding paragraphs.

► UNCLASSIFIED STUDENTS

Persons who wish to enroll for full- or part-time studies in the regular University session but do not wish to be a declared degree candidate must secure permission to register from the Office of Admissions. Admission is based on evidence of the applicant's ability to pursue college courses and of satisfactory high school preparation. Basic application information must be submitted with official high school and previous college transcripts.

► CHANGE IN STATUS

Students enrolled at Heidelberg as non-degree students but who wish to change from non-degree status to degree status must have the change approved by the Office of Admissions. Students enrolled in the Summer Session who have not been admitted to the regular session of the University may change their status only with the approval of the Office of Admissions. The stated admission policies and procedures apply in such cases.

► SUMMER SESSION

Entering first-year students, admitted transfer students and regular students in good standing may register for Summer Session courses without special permission. The Summer Session is comprised of two terms and students may register for up to two courses per term. Inquiries from all other prospective students should be addressed to the Office of Admissions.

► TRANSIENT STUDENTS

Degree-seeking students enrolled at other institutions who wish to take coursework at Heidelberg to transfer back to their home institution must complete a Transient Student Application for each term of enrollment. Students must submit either a statement of good standing or an official transcript from the institution they are attending. An official transcript is required if the Heidelberg course has prerequisites. Financial aid must be processed through the student's home institution.

► READMISSION

Students, who for any reason, left the University must reapply for admission and pay associated fees. Students who have withdrawn in satisfactory academic standing and are not indebted to the University must complete a readmission form. A student who was suspended or dismissed from the University must additionally follow the reinstatement policy.

A student who has been suspended from the University for a disciplinary reason may be readmitted by approval of the Dean of Student Affairs. A student who has been suspended for a psychological reason must have approval from the Dean of Student Affairs and the Chief Medical Officer.

Readmitted students will follow the current University Catalog or one that is in circulation within the most recent three years. Readmitted students who believe they are disadvantaged for following the active catalog may petition to the Academic Policies Committee for a full review of their academic history.

Expenses and Student Aid



Heidelberg University is a privately supported, non-profit, church-related university. Tuition fees paid by students cover a major part of the instructional and operating costs of the University. The balance of these costs is provided by income from endowments representing gifts from many friends since the University was founded and by current gifts and contributions from individuals, corporations, alumni and the United Church of Christ. The cost of the student is thus kept to an amount consistent with adequate facilities and instruction of high quality. Heidelberg University reserves the right to change tuition, fees and other charges as the economic situation dictates.

► TUITION AND FEES 2016–2017

Tuition and Fees for the academic year, including Student Fees.....	28,900.00
Tuition and Contingent Fee for less than 12 hours, per semester hour (plus laboratory fee for certain courses).....	740.00
Tuition and Contingent Fee in excess of 18 hours, per semester hour	740.00
Summer Tuition	495.00
Special Fees, Department of Music for full-time non-music majors	
Private instruction in Applied Music, per semester hour	250.00
Credit by Examination: Examination Fee	75.00
(plus \$40.00 per credit hour for each course successfully completed by exam)	
Audit Fee	284.00
Graduation Fee.....	105.00
Non-participation Graduation Fee.....	25.00
Lost Identification Card Fee	25.00
Late Graduation Application Fee.....	25.00
Readmission Fee	100.00
Returned Check Fee	25.00
Semester Failure to Comply Fee.....	25.00
Lost Key	100.00
Technology Fee (resident).....	600.00
Technology Fee (full-time non-resident).....	100.00
Tuition adjustments will not be made for reduction in academic hours after the first week of classes unless approved by the Vice President for Academic Affairs and Provost of the University, in which case the refund policy will apply.	
No student may have a transcript of his or her record or receive a degree until all obligations to the University are met.	
Heidelberg University is a non-profit institution of higher learning. As such, student receivable accounts are considered to be educational loans offered for the sole purpose of financing an education and are not dischargeable in bankruptcy proceedings.	

► **AVERAGE ESTIMATED BUDGET**

Tuition and Fees	\$28,600
Board	4,900
Room (Double room rate)	5,100
Books and Supplies (Estimate)	1,500
Technology Fee.....	600
Total Estimated Budget	\$41,000

The preceding estimated charges are for a student taking not more than 18 semester hours, per semester and having a double room in the residence hall.

► **PAYMENT OPTIONS AND BILLING INFORMATION**

The University offers three plans for payment of tuition, room and board. Information regarding payment plans will be sent to the mailing address on file with the Registrar’s Office. For international students, tuition and fees are due at the beginning of each semester and must arrive at Heidelberg three days prior to arriving on campus.

TWO-PAYMENT PLAN

This plan, beginning August 1, enables students to pay room, board and tuition costs on a semester basis. No contract fee is required.

FOUR-PAYMENT PLAN

This plan allows you to pay tuition, room and board in four payments, two during the first semester and two during the second semester. A contract fee of \$45 is required and non-refundable.

TEN-PAYMENT PLAN

This plan, beginning August 1, enables students to pay room, board and tuition costs on a monthly basis over a ten-month period. A contract fee of \$45 is required and non-refundable.

DUE DATES FOR FEE PAYMENT FOR 2016 – 2017

Two-Payment Plan	August 1, 2016	January 2, 2017
Four-Payment Plan	August 1, 2016	October 1, 2016
	January 2, 2017	March 1, 2017
Ten-Payment Plan	August 1, 2016 thru May 1, 2017	

Once you are on a payment plan and making payments, the payments must be received no later than ten days after the due date. Payments are due the 1st of each month. If you miss two consecutive payments on the payment plan, you will be cancelled from the payment plan. The contract fee is non-refundable. In order to complete registration, all payment arrangements must be made prior to the beginning of class each semester. Failure to do so will result in the cancellation of the registration. Any arrangements for loans for financial aid should be made well in advance of each semester so that all fees are paid by the time they are due. A 1% interest charge is assessed to all unpaid balances that are not on a payment plan.

Participation in commencement, issuance of a diploma or transcript, or registration for a succeeding semester is dependent upon the student paying all financial obligations to the Business Office. Tuition and Fees help pay for the facilities and services available to students and are not based on an individual’s use of facilities or services, such as free admission to all regular-season athletic events and most campus programs, events, and activities.

► **HALF TUITION FOR PERSONS 65 OR OLDER**

Men and women 65 years or older may enroll in undergraduate courses at Heidelberg University for half tuition. They may also elect to enroll in undergraduate courses without credit or examination (Audit). Both options are on a space-available basis and require permission of the instructor and the Office of Admission. The reduced fee schedule, however, does not apply to non-traditional courses. Information on the reduced-fee schedule for older men and women is available in the Business Office. If you are auditing the class, the fee will be \$50.00.

► **SCHEDULE OF CHARGES**

Enrollment fee for first-year and transfer students	\$250.00
Application fee	25.00

(This fee is non-refundable from the date of remittance and is not affected by the disposition of the application for admission.)

Room rent in residence halls per semester:

Brown, Krieg, Miller and Talmage Halls:

Single	\$3,000
Double	\$2,550
Triple	\$2,350
Quadruple	\$2,200
Super Single	\$3,500
Super Double	\$2,850

France and King Halls:

Single	\$3,000
Double	\$2,450
Triple	\$2,350
Quadruple	\$2,200
Super Single	\$3,500
Super Double	\$2,850

Williard Hall, Apartments, Themed Housing.....	\$2,750
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Board, per semester	\$2,450
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► **WITHDRAWAL POLICY AND RETURN OF TITLE IV FUNDS POLICY**

The University has a formal withdrawal process. Students choosing to withdraw from Heidelberg must contact the Dean of Student Affairs Office on the third floor of the Campus Center. Students must then talk to a representative from the Financial Aid Office and the Business Office before the withdrawal is official. The official withdrawal date is then determined and communicated to other campus officials. Students who withdraw prior to completing more than 60% of an enrollment period will have their eligibility for aid recalculated based on the percent of the term completed. The law assumes that you “earn” your federal financial aid awards directly in proportion to the number of days of the term you attend. The percentage of Title IV funds earned shall be calculated as follows:

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

Example: If you complete 30% of the semester, you earn 30% of the federal assistance you were originally eligible to receive. The Federal guidelines require that we refund this 30% in the following order: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Perkins Loan, PLUS, Pell Grant, SEOG, and TEACH.

This policy governs all Federal grant and loan programs, including Federal Pell Grant, Federal SEOG, Federal Perkins Loan and Federal Stafford Loans. The University will use the tuition adjustment percentage for the university and state fund adjustment. Please contact the Director of Financial Aid with specific questions concerning the refund calculation.

► **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. Room and board adjustments will also

be made based upon a weekly charge. 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.

► STUDENT FINANCIAL AID

Heidelberg University awards financial assistance to students based on financial need, academic merit and special circumstances. The Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA is required for all need-based assistance. Students are encouraged to file their FAFSA by March 1 for timely processing. The application is electronic and can be found at www.fafsa.ed.gov.

Heidelberg University feels the primary responsibility for financing a student’s education rests with the family. Financial aid is based upon the family’s ability to contribute. All students will be considered dependent upon their parents unless there is a special circumstance or are considered independent by federal requirements as indicated on the FAFSA.

The expected family contribution (EFC) is determined by an assessment of family income, assets, number of dependents and number of dependents enrolled in post-secondary education. Financial aid eligibility is determined utilizing the Federal Methodology (FM).

Heidelberg University is a NCAA Division III school and a member of the Ohio Athletic Conference (OAC) and complies with all rules and regulations governing student athletes.

Approximately 98% of students on the Heidelberg University campus receive financial assistance in one or a combination of sources.

Heidelberg University students are awarded over 29 million dollars annually in scholarships, grants, loans and jobs from Federal, State and University sources. Federal Programs that assist Heidelberg students include: Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Perkins Loan, Direct Student Loan, Federal Work-Study, and TEACH. State assistance includes: Ohio College Opportunity Grant (OCOG), Gear Up, Ohio Safety Officers College Memorial Fund, Ohio War Orphans and Ohio National Guard. Please contact the Financial Aid Office for more information about these programs.

► SCHOLARSHIPS AND GRANTS

The following merit based scholarships are available to first-time, full-time students upon their acceptance to Heidelberg University for the 2015-16 academic year. All awards are based on seventh semester high school GPA and standardized tests taken on or before February 2015. The Presidential, Dean’s and Academic Scholarships are based on a point system. This chart can be used to calculate earned points based on High School GPA plus ACT/SAT scores. See descriptions below of each scholarship with corresponding point requirements.

HS GPA	Points	ACT/SAT	Points
>3.5	5	>27/1820	5
3.0-3.49	4	25-26/1700-1810	4
2.7-2.99	3	18-24/1290-1690	3
<2.7	1	<18/1290	1

Presidential Scholarship – A \$15,000 scholarship will be awarded to students who have a point value of 9-10 (see chart). Scholarships are renewable at the original amount for four years based on a minimum of 3.00 cumulative GPA at Heidelberg University.

Dean’s Scholarship – A \$14,000 scholarship will be awarded to students who have a point value of 8 (see chart). Scholarships are renewable at the original amount for four years based on a minimum 3.00 cumulative GPA at Heidelberg University.

Faculty Scholarship–A \$13,000 scholarship will be awarded to student who have a point value of 7 (see chart). Scholarships are renewable at the original amount for fours years based on a minimum 2.75 cumulative GPA at Heidelberg University.

Academic Scholarship – A \$11,000 scholarship will be awarded to students who have a point value of 5-6 (see chart). Scholarships are renewable at the original amount for four years on a minimum 2.75 cumulative GPA at Heidelberg University.

Heidelberg Scholars Competition

Based upon high school GPA and test scores, a select group of students are invited to compete in one of three scholarship events. Student may participate in one event and are evaluated against those students at the same competition for the following scholarships:

Heidelberg Award—Three (3) top scholarships will be awarded, one at each event. The amount will be \$27,000 annually, \$108,000 for four years provided the student maintains a 3.0 GPA.

*This award will supersede all Institutional scholarships as well as other entitlement award including: Out of State, UCC, UCC Ministerial as well as Science and Music and Theatre Scholarship.

Founders Award—Six (6) scholarships will be awarded, two at each event. The amount will be \$22,000 annually, \$88,000 for four years provided the student maintains a 3.0 GPA.

*This award will supersede all Institutional scholarships as well as other entitlement awards including: Out of State, UCC, UCC Ministerial as well as Science and Music and Theatre Scholarship.

Trustees Award—Approximately 25% of participants will be awarded this scholarship in each event. The amount will be \$16,500, annually, \$66,000 for four years provided the student maintains a 3.0 GPA.

*This award will replace the Institutional scholarship offer, but other entitlements will still be granted.

Fellows Award—The amount will be \$15,500 annually, \$62,000 for four years provided the student maintains a 3.0 GPA

*This award will replace the Institutional scholarship offer, but other entitlements will still be granted.

Heidelberg University also makes available the following scholarships and grants to new students for 2016-17 academic year:

Music Ambassador Scholarships with varying amounts awarded based on a performance audition/competition and recommendations of the Music Department Chairman. Prospective students must have a 2.5 minimum high school grade point average. Students must continue to be a music major, make satisfactory academic progress and maintain a 2.5 college GPA to remain eligible.

Alumni Family Grant – \$1,000 per year for students whose parent, grandparent or sibling graduated from Heidelberg. Must meet satisfactory academic progress for renewal.

UCC Tuition Grant – This \$1,000 per year grant is awarded to students who are members of the United Church of Christ. A letter of recommendation by their minister is required. UCC students are guaranteed this award regardless of need. The guideline for renewal is compliance with satisfactory academic progress.

Grants to Children of UCC Ministers – Children of ordained UCC ministers and full-time missionaries are eligible for a \$2,000 grant. The guideline for renewal is compliance with satisfactory academic progress standards.

Out-of-State Grant – \$3,000 to a student from a state other than Ohio who lives on campus as a first year student.

University Grant – Additional University grant dollars may be awarded to meet a student’s need based upon Heidelberg’s packaging policy and available funds.

Transfer Academic Scholarship – This award ranges \$9,000-13,000 per year. Students must have attempted at least 15 semester hours or 23 quarter hours and earned a 2.5 or higher GPA. Full-time enrollment status is required. Students must maintain a 2.5 GPA for renewal.

Phi Theta Kappa Scholarship – A \$1,000 award is available to students who are members of the Phi Theta Kappa Honorary, have earned at least 15 semester or 23 quarter hours and earned a 3.5 GPA or higher. Documentation of membership is required. Students must maintain a 3.0 GPA for renewal.

The total of all Heidelberg gift assistance cannot exceed full tuition. Renewal of all sources of financial aid is contingent upon maintaining Satisfactory Academic Progress (SAP).

► FEDERAL STUDENT AID PROGRAMS (TITLE IV)

The following sources of federal aid are administered at Heidelberg. Grants are financial aid students don’t have to pay back. Work-Study lets students work and earn money to help pay for

school or other expenses. Loans are borrowed money that must be repaid with interest.

Federal Pell Grant – A need-based grant with amounts ranging from \$626–5,775. Eligibility is determined by the federal methodology based upon the information provided on the FAFSA.

Federal Supplemental Educational Opportunity Grant (SEOG) – A need-based grant with amounts ranging from \$100–2,000 per year. A student must be full-time and Pell eligible.

Federal Work-Study – Provides jobs for students with financial need, allowing students to earn money to help pay their educational expenses. Awards range from \$800–2,000 per year.

Federal Perkins Loan – A low interest (5%) loan to help students with exceptional need. Heidelberg is the lender. The school makes the loan with federal funds and a shared contribution. Heidelberg students generally borrow \$1,000–2,000 per year. Repayment begins and interest accrues nine months after graduation.

TEACH Grant (Teacher Education Assistance for College and Higher Education) – A new program which began in 2008–09 awards up to \$4,000 grant for students interested in education. Students must have a 3.25 GPA and agree to teach in a high-need field and low income school.

Federal Direct Loans – These guaranteed loans are the Department of Education’s major form of self-help aid for students. First-year students can borrow up to \$5,500 with no more than \$3,500 being subsidized, sophomores up to \$6,500 with no more than \$4,500 being subsidized, and juniors and seniors up to \$7,500 with no more than \$5,500 being subsidized.

There are two types of Direct Loans, subsidized and unsubsidized. The subsidized loan is awarded based upon need. No interest is charged during the in-school period. The unsubsidized loan is awarded regardless of need. Students are responsible for the interest that accumulates during the in-school and deferment period. Repayment begins 6 months after graduation or when student is enrolled less than half-time and is over a ten year payment period. The interest rate was 4.29% for the subsidized loan and unsubsidized loan for the 2015–16 loan period.

Parent Loan for Undergraduate Students (PLUS) – Parents of dependent undergraduate students are eligible to borrow up to the cost of education minus the student’s financial aid. Parents must have good credit. Repayment begins 60 days after the second disbursement or can be deferred until the student graduates and is over a ten-year repayment schedule. The interest rate was 6.84% for the 2015–16 loan period. Please contact the Financial Aid Office before borrowing.

► STATE OF OHIO PROGRAMS

The State Grants and Scholarships Department of the Ohio Department of Higher Education offers the following financial aid sources that Heidelberg administers.

Ohio College Opportunity Grant (OCOG) – Need-based, Ohio resident. Must complete the FAFSA by October 1. Students with an EFC of 2190 or less are awarded \$2,592.

War Orphan Scholarship – Children of deceased or severely disabled Ohio veterans who served during period of war or declared conflict. Award amount was \$5,667 for 2015–16.

Other programs include: the Choose Ohio First Scholarship for eligible environmental science majors, Robert C. Byrd Honors Scholarship, the Ohio Safety Officers College Memorial Fund and the Ohio National Guard.

► OUTSIDE SCHOLARSHIPS

Students are encouraged to explore financial sources above and beyond the programs administered through the Financial Aid Office at Heidelberg University. Many organizations, communities and high schools have scholarship and/or loan programs available to students that meet certain criteria.

If a student is a recipient of an outside scholarship and has received federal financial aid, review of their total award is required. Outside funds will first be applied to the student’s unmet financial need. Adjustments to the student’s self-help, loans and/or work will be made before reducing the University grant.

► UNDERGRADUATE SATISFACTORY ACADEMIC PROGRESS
POLICY FOR FINANCIAL AID ELIGIBILITY

Federal regulations require that schools monitor the academic progress of each applicant for federal financial assistance and that the school verifies the student is making satisfactory academic progress toward earning a degree. This evaluation of academic progress is done annually at the completion of the spring semester by the Financial Aid Office.

All sources of financial assistance administered by the Financial Aid Office are governed by this policy.

New Federal policy, as of July 1, 2011, requires that we set a qualitative standard (grade point average) as well as a quantitative standard (credit hours) which specifies the pace at which the student must progress to graduate within the maximum time-frame established by Heidelberg.

Maximum hours/years to earn a degree: To quantify academic progress, a school must set a maximum time frame in which a student is expected to complete a program. For an undergraduate program, the maximum time frame cannot exceed 150% of the published length of the program measured in credit hours attempted and, also, years.

- Undergraduate programs require 120 hours for graduation. The maximum time frame for students is 180 attempted hours (120 x 1.5=180). Students whose program may require more than 120 hours for a degree will have a higher limit.
- Heidelberg undergraduate programs normally are completed by the end of 4 years of full time enrollment. Therefore, the maximum time frame in years for a full-time student to complete their degree requirements is 6 years (4 x 1.5=6).
- Credit hour/quantitative requirement:** Students must demonstrate measurable progress towards earning a degree by successfully completing at least 67% of all courses attempted.
- An attempted credit includes graded courses (A, B, C, D, F, FN, P, U, S) and non-graded courses (I, W, WF). Attempted hours also include any transfer hours accepted toward the student’s degree by Heidelberg. Grades of W, WF, F, FN, U, and I are not considered successful completion and are not, therefore, counted in earned credits. Repeated courses are included in attempted credits and courses with passing grades are treated as earned. Audits are not included in attempted or earned credits.
- To calculate the percentage of credits you have earned; total all attempted credits and all earned credits. Then divide the number of earned credits by the number of attempted.

Total Earned Credits/Total Attempted Credits=Percentage completed

For example: 18/24=75%, 24/30=80%, 20/30=66.7%

- Withdrawals:** Grades of W are counted as courses attempted.
- Incompletes:** An I is not counted in hours passed until a grade is assigned.
- Audits:** No credit is earned for audited courses. They are not included in attempted hours.
- Transfer credits:** All transfer hours accepted by Heidelberg are counted in the maximum time frame measurement and therefore are included in attempted and earned hours.

Grade point average requirement/qualitative requirement: At the end of their second year a student must earn a minimum cumulative grade point average of 2.0.

Students must meet Heidelberg’s SAP standards to be eligible for financial aid funds for their next term of enrollment. In order to regain eligibility the student must meet the stated quantitative and qualitative requirements. Students have two options to regain eligibility:

- Successfully complete coursework that improves Heidelberg cumulative gpa and/or completion rate to meet the required standards, or
- Appeal to the Office of Financial Aid SAP committee for reconsideration based upon extenuating circumstances (review right to appeal requirements).

Notification: Students not meeting SAP requirements are notified by letter mailed to their mailing address, as indicated in Banner/OASIS II, in mid to late May after the Financial Aid Office staff has reviewed grades and progress. Students are responsible for keeping that address current or having mail forwarded to them during the summer months. The notification letter will state that the student is not meeting SAP requirements and what the student needs to regain eligibility.

Unless an appeal is granted for extenuating circumstances, a student can regain eligibility only

by coming into compliance with the standards of academic progress.

Right to Appeal: Students have the right to appeal any decision of ineligibility to continue to receive financial assistance. Appeals must be made before the next enrollment term after the aid eligibility has been lost.

- The appeal may not be based upon the need for the financial assistance, poor study habits, course overload or the lack of knowledge that financial assistance was in jeopardy.
- An appeal would normally be based upon some unusual situation or condition which prevented the student from passing courses, or which required withdrawal from class. Such circumstances could include documented student illness or injury, family illness or the death of a family member, loss due to natural disaster, victim of crime or abuse or significant breakdown of family relationship.
- Appeals can only be approved by the Financial Aid Appeals Committee and are separate from admission, academic, or athletic decisions. A completed Heidelberg University SAP Appeals Form is required.
- The appeal must include a typed statement explaining the extenuating circumstances, how the circumstances have been addressed, and the student's college goals. Documentation is also required such as hospital records, death certificate, statement from third party, etc.
- Students' appeals which are granted are considered to be on Financial Aid Probation. Probation status requires the student to submit an academic plan that outlines how they will meet SAP standards. This plan is developed with the help of the Financial Aid staff and/or an academic advisor. The plan will be reviewed and monitored by the Financial Aid staff.

Please complete Heidelberg University SAP Appeal Form.

The mere passage of time will not ordinarily restore eligibility to a student who has lost eligibility for failure to make satisfactory academic progress.

Students who have been academically dismissed by the University but who are subsequently given permission to re-enroll are not automatically eligible for financial aid funding, SAP requirements must be met. Admission decisions are totally separate from financial aid decisions.

► REPEATED COURSEWORK FOR FINANCIAL AID

Federal regulation limits the number of times a student may repeat a course and receive federal financial aid. A student may receive federal financial aid funding for one repetition of a previously passed course. Exceptions to this include courses in music and health and physical education for the course number that does not change, but the content does change. Passing includes grades of A, B, C, D. A failed course can be repeated until passed. All repeated courses affect Satisfactory Academic Progress for financial aid purposes and are counted as attempted hours.

► FINANCIAL AID RENEWAL

Renewal of aid may be denied or reduced for the following reasons: failure to make satisfactory academic progress, failure to meet renewal guidelines, disciplinary probation, failure to document continued need for funds, late application, fraudulent information and reduction in funds the University receives from the state or federal sources. Financial assistance terminated or reduced for the above reasons may be reinstated the following year if the conditions have been met or corrected.

Register of the University



► THE CORPORATION

The Corporate name of the institution is Heidelberg University. The State of Ohio has vested its control in the hands of a Board of Trustees, constituted at present as follows:

► EMERITI TRUSTEES*

John Q. Adams~, B.A. (2007-2015)..... Colleyville, Texas
 Verne S. Atwater~, B.A., M.B.A., Ph.D., L.H.D. (1966-1990)Amherst, New Hampshire
 Donald L. Mennel, B.A., M.A., M.B.A. (1982-1994) Fostoria, Ohio

► BOARD OF TRUSTEES+

President of the University

Robert H. Huntington, B.A., M.A., M.B.A. Ed.D. (2009) Tiffin, Ohio

TERM EXPIRES June 30, 2017

Carol Cartwright, B.S., M.Ed., Ph.D. (2013) Kent, Ohio
 Charles C. Cole, H'05 (1999) Republic, Ohio
 Jerilyn Medrea~, B.S., M.A. (2013) New York, New York
 Robert W. Meyer, B.S. (2010) Tiffin, Ohio
 Richard Odell~, B.M., M.A., H'11 (2013) St. Petersburg, Florida
 R. James Orr~, B.A., J.D., L.L.M. (2010) Severn, Maryland
 Anthony J. Paradiso, B.S. (1999) Tiffin, Ohio
 Ralph Talmage, B.S. (2006) Columbus, Ohio

TERM EXPIRES June 30, 2018

Gary L. Bryenton~, A.B., J.D. (1990) Fairview Park, Ohio
 Gary D. Duncan~, B.A., M.Div. (2015) Joplin, Missouri
 Ernest Estep~, B.S., M.D. (2000) Akron, Ohio
 John N. Kratz~, B.A. (2007), Vice Chair of the Board Columbus, Ohio
 William E. Landess~, B.A. (2007) Hudson, Ohio
 Sondra Libman~, B.A., M.A. (1998), Chair of the Board Champaign, Illinois
 Steven Marin~, B.A., M.S. (2015) Miami, Florida
 Larry Roper~, A.B., M.A., Ph.D. (2014) Corvallis, Oregon
 Susan C. Wolf~, B.A., Ph.D., M.D. (2007) New York, New York

TERM EXPIRES June 30, 2019

Marsha S. Bordner, B.A., M.A., Ph.D. (2012) Port Clinton, Ohio
 Karen L. Gillmor, B.A., M.A., Ph.D. (1999) Tiffin, Ohio
 Theodore H. Hieronymus~, B.M., M.Ed. (2003) Mentor, Ohio
 Andrew H. Kalnow, B.A., M.B.A. (1987) Chicago, Illinois
 Kris Klepper, B.S. (2012) McCutchenville, Ohio
 Elizabeth Smith~, B.A., J.D. (1999) Columbus, Ohio
 Wade E. Young~, B.S., M.D. (2003) Fremont, Ohio

TERM EXPIRES June 30, 2020

Lynn Detterman, B.S. (2016) Willard, Ohio
 David Drake~, B.S., M.S., D.D.S. (2008) Montgomery, Ohio
 Mitch Felton, B.A., (2016) Tiffin, Ohio
 Kathleen Geier~, B.A. (2010) Akron, Ohio
 Beth Long-Higgins~, B.A., M.Div. (2010) Canal Winchester, Ohio
 Kim Newman~, (Alumni Council President, 2013) Tiffin, Ohio
 Terry W. Owen, B.A., M.A., Ph.D. (2012) Bentleyville, Ohio
 Lee Shobe~, B.S., M.S. (2008) Peoria, Arizona
 Victor Strimbu~, B.A., J.D. (1996) Cleveland, Ohio

*Dates following a name indicate the years of service
 +Date following a name indicates the beginning of service
 ~Designates Heidelberg University alumni

THE ADMINISTRATION

- ROBERT H. HUNTINGTON, 2009–
President
B.A., M.A., Middlebury College; M.B.A., Dartmouth College; Ed.D., Harvard University.
- DUSTIN S. BRENTLINGER, 2002–
Dean of Student Affairs
B.S., University of Evansville; M.B.A., Heidelberg College.
- M. DOUG KELLAR, 2013–
Vice President for Enrollment Management
B.S., Muskingum University; M.B.A., Western Michigan University.
- MARGARET C. RUDOLPH, 2012–
Director of Human Resources
B.A., Ohio University; M.L.H.R., The Ohio State University.
- BETH M. SCHWARTZ, 2015–
Vice President for Academic Affairs and Provost
B.A., Colby College; M.A., Ph.D. State University of New York – Buffalo.
- MONICA T. VERHOFF, 2012–
Executive Assistant to the President and Board of Trustees
A.S., Terra State Community College; B.B.A., Tiffin University.

ACADEMIC AFFAIRS

- HASEEB J. AHMED, 2011–
Dean of the School of Business; Professor of Finance
B.S., University of Texas; M.B.A., Jacksonville State University; Ph.D., University of Mississippi.
- TREVOR BATES, 2007–
Associate Dean of Health Sciences; Director of Athletic Training Program; Associate Professor of Athletic Training
B.S., Millikin University; M.S., University of Illinois at Urbana-Champaign.
- CAROL DUSDIEKER, part-time 2007–2010; full-time 2011–
Associate Dean of the School of Music and Theatre; Assistant Professor of Voice
B.Mus., University of Iowa; M.M., D.M., University of Indiana.
- NAINSI J. HOUSTON, 2011–
Director of Library Services
B.A., University of Dayton; M.A., University of Cincinnati; M.A., University of Missouri; Ph.D., University of Tulsa.
- EMILY R. ISAACSON, 2013–
Associate Dean of the Honors Program; Assistant Professor of English
B.A., Augustana College; M.A., Ph.D., University of Missouri-Columbia.
- KAREN JONES, 2012–
Associate Dean of the School of Education; Assistant Professor of Middle School/Secondary Education
B.A., The Ohio State University; M.A., Ed.D., Ashland University.
- ELLEN NAGY, 2005–
Interim Associate Dean of the Owen Center and Director of Graduation Support Services
B.A., Colorado College; M.A., Bowling Green State University; Ph.D., The Ohio State University.
- VICKI OHL, 1975–
Associate Vice President for Academic Affairs; Associate Dean of Natural Sciences
B.Mus., Heidelberg College; M.M., University of Cincinnati; Ph.D., Bowling Green State University.
- JO-ANN LIPFORD SANDERS, 1997–
Associate Dean and Director of Master of Arts in Counseling Program
B.L.S., M.A., Bowling Green State University; Ph.D., Kent State University.
- TRACI SITTASON STARK, 2004–
Associate Dean of Social Sciences; Associate Professor of Psychology
B.A., Duke University; B.A., University of North Carolina; M.S., Ohio University; Ph.D., Ohio University.

- CYNTHIA A. SUTER, 2009–
Registrar
B.A., Heidelberg College; M.Ed., American InterContinental University.

ADMINISTRATION AND BUSINESS AFFAIRS

- BARBARA GABEL, 1983–
Business Manager
B.S., Tiffin University.
- KURT HUENEMANN, 1983–
Associate Vice President for Information Resources
B.S., Heidelberg College; M.S., Bowling Green State University.
- RODNEY E. MORRISON, 2007–
Associate Vice President for Facilities and Engineering
B.A., Wittenberg University.
- GAIL ROBERTS, 1984–
Director of University Bookstore
- KELLY WARNKE, 2013–
Controller
B.S., Miami University.

ENROLLMENT MANAGEMENT

- THOMAS ALEXANDER, 2012–
Admissions Counselor
B.A., M.A.E. Heidelberg University.
- KATHY BORTON, 1974–
Admissions Counselor
B.A., Heidelberg University.
- MIKE BROWN, 2015–
Director of Admissions
B.A., Hanover College; M.A., University of Louisville.
- MELISSA COOK, 2008–
Assistant Director of Admissions
B.A., M.B.O.L., Defiance College.
- SAMANTHA HAMILTON, 2015–
Admissions Counselor
B.A., Ursuline College.
- ADAM HINE, 2013–
Admissions Counselor
B.A., Heidelberg University.
- BETH KAGY, 1984–
Assistant Director of Financial Aid
B.A., Tiffin University.
- TRISHA MEIER, 2014–
Admissions Counselor
B.A., Heidelberg University.
- SUSAN RIFE, 1982–
Associate Director of Admissions
B.S., M.A.E., Heidelberg College.
- KELSEY SWAVEL, 2015–
Admissions Counselor
B.S., Heidelberg University.
- JULI WEININGER, 1981–
Director of Financial Aid
B.S., Ashland College; M.Ed., Bowling Green State University.

UNIVERSITY ADVANCEMENT AND MARKETING

- AUDREY BURKHOLDER, 2006–
Director of Marketing and Communication Services
B.S., M.Ed., Bowling Green State University.
- ANGELA GILES, 1990–
Director of News and Media Relations
B.S., Ohio University; M.A., Heidelberg College.
- ERICA HARTMAN, 2012–
Assistant Director for Creative Services
B.A., York College.
- RACHEL HISER, 2012–
Assistant Director for Content Marketing
B.A., Ohio Northern University.
- KATIE McCRYSTAL, 2014–
Director of The Heidelberg Fund and Alumni Engagement
B.A., Muskingum University; M.Ed., Baldwin Wallace University.
- JAMES MINEHART, 2008–
Executive Director of Development and Planned Giving
B.A., Otterbein College.
- ASHLEY POPPE-HELMSTETTER, 2007–
Executive Director of Development, Alumni Engagement and Annual Giving
B.S., Capital University.
- DUSTIN SMITH, 2013–
Associate Director of Web Services
B.S., Heidelberg College; M.S., Capitol College.
- STACY WHEELER, 2006–
Director of Advancement Services
B.S., M.B.A., Heidelberg University.

STUDENT AFFAIRS

- JULIE ARNOLD, 2008–
Director of International Affairs and Studies
B.A., M.A.E., Heidelberg University.
- J. MATTHEW PALM, 1999–
Athletic Director
B.A., The College of Wooster; M.S., Georgia State University.
- JEFFREY RHOADES, 2010–
Director of Security and Safety
B.A., Heidelberg College; M.C.J., Tiffin University.
- JACQUELINE SIRONEN, 2015–
Director of Student Engagement and HYPE
B.A., University of Dayton; M.A., Central Connecticut State University.
- PAUL C. SITTASON STARK, 2008–
Chaplain, Director of Religious Life and Civic Engagement
A.B., Duke University; M.Div., The University of Chicago Divinity School.
- KAYELA TIDRICK, 2012–
Director of Wellness and Healthy Living
B.S., The University of Akron; M.Ed., Ashland University.
- MARK ZENO, 2008–
Assistant Dean of Student Affairs for Campus Life
B.S., Heidelberg College; M.A., Akron University.

MEDICAL STAFF

- MARK AKERS
Medical Director
M.D., Wright State University.

- JANELLE BALDOSSER, 2015–
Director of Health and Counseling Services
R.N., Owens Community College; B.S.N., Ashland University; F.N.P., Otterbein University.
- REBECCA GOSCHE, 2001–
Assistant Director of Health and Counseling Services
L.P.N., Bowling Green Area School of Practical Nursing.
- KAREN RABER, 2015–
Counselor
B.A., Mount Union University; M.A., Walsh University.
- JOHN SHARP, 2016–
Assistant Director of Counseling and Disabilities
B.A., M.A.C., Heidelberg University.
- JOHANNA VAN RENTERGHEM, 2015–
Counselor
B.A., Bowling Green State University; M.A., Cincinnati Christian University.

FACULTY

The date following a name indicates the beginning of service at Heidelberg University. A second date, where given, is the year of retirement or end of service.

- HASEEB J. AHMED, 2011–
Professor of Finance; Dean of the School of Business
John and Patricia Adams Foundation Chair in Business
B.S., University of Texas; M.B.A., Jacksonville State University; Ph.D., University of Mississippi.
- KENNETH N. BAKER, 1985–
Professor of Biology
B.S., M.S., State University College of Fredonia, New York; Ph.D., University of Pennsylvania.
- TREVOR M. BATES, 2007–
Associate Dean of Health Sciences; Director of Athletic Training Program; Associate Professor of Athletic Training
B.S., Millikin University; M.S., University of Illinois at Urbana-Champaign.
- AMBER V. BAUGHMAN, 2015–
Assistant Professor of Graduate Counseling
B.A., Ed.S., University of South Carolina; Ph.D., The Ohio State University.
- NATHANIEL R. BERES, 2012–
Assistant Professor of Chemistry
Ph.D., University of Akron; B.S. Walsh University.
- AMY C. BERGER, 1998–
Professor of Geology
B.A., Pomona College; Ph.D., University of Illinois at Urbana-Champaign.
- DAVID R. BUSH, 1998–
Professor of Anthropology
B.A., Miami University; M.A., Kent State University; Ph.D., Case Western Reserve University.
- MICHELE D. CASTLEMAN, 2012–
Assistant Professor of Education
B.A., Michigan State University; M.F.A., Catham College; Ph.D., The Ohio State University
- DANIEL S. CLARK, 2013–
Assistant Professor of Chorus and Music Education
B.M.E., Westminster Choir College; M.M., Temple University; D.M.A., University of South Carolina.
- DARYL CLOSE, 2000–
Professor of Computer Science and Philosophy
A.B., Lafayette College; M.A., Ph.D., Temple University.
- DOUGLAS E. COLLAR, part-time 2002–2008, full-time 2008–
Associate Professor of English and Integrated Studies
B.A., M.A., Ph.D., Michigan State University.

JOHN P. COOK, JR., 1995–
Associate Professor of Finance and Accounting
 B.A., Heidelberg College; M.B.A., Bowling Green State University; Ph.D., University of Kentucky.

COURTNEY DeMAYO, 2010–
Associate Professor of History
 B.A., Hartwick College; M.A., Ph.D., University of Houston.

MARGARITA DENENBURG, 2012–
Assistant Professor of Keyboard Studies
 B.MUS., M.Mus., Arizona State University; D.M.A., University of Southern California. State University.

TYSON L. DEPINET, 2013–
Instructor of Athletic Training; Athletic Trainer
 B.S., Heidelberg University; M.A., Kent State University.

CAROL E. DUSDIEKER, part-time 2007–2010; full-time 2011–
Assistant Professor of Voice; Associate Dean of the School of Music and Theatre
 B.Mus., University of Iowa; M.M., D.M., University of Indiana.

PAMELA FABER, 1987–
Professor of Biology
 B.S., M.S., Brigham Young University; D.A., Idaho State University.

BLAKE R. GRANGAARD, 1996–
Professor of Religion
 B.A., St. Olaf College; M.Div., Luther Theological Seminary; Ph.D., Union Theological Seminary in Virginia.

WILLIAM B. GRASMAN, 1992–
Professor of Mathematics
 A.B., Calvin College; M.S., University of Michigan; Ph.D., University of Iowa.

VIRGINIA R. GREGG, 2005–
Professor of Psychology
 B.S., M.A., Ph.D., The Ohio State University.

JULIE M. GREEN, 2012–
Assistant Professor of Special Education
 B.A., University of South Carolina–Aiken; M.A., The Ohio State University; Ph.D. Clemson University.

BRIAN V. HALEY, 1989–
Professor of Education and History; Swinehart Family Endowed Chair in Education
 A.B., City of Leeds and Carnegie (England); M.A., Kent State University; Ed.D., University of Toledo.

LINDSEY R. HAUBERT, 2016–
Instructor of Education
 B.A., M.A., Bowling Green State University.

ROBIN L. HEATON, 2014–
Assistant Professor of Communication
 B.A., Loyola Marymount University; M.A., California State University; Ph.D., University of Utah.

DAVID G. HOGAN, 1989–
Professor of History
 B.A., State University of New York at Fredonia; M.A., State University of New York at Binghamton; D.A., Carnegie Mellon University.

XIAOMING HUANG, 1993–
Professor of Mathematics
 B.S., M.A., Wuhan University; Ph.D., The Ohio State University.

KURT E. HUENEMANN, 1983–
Assistant Professor of Computer Science; Associate Vice President for Information Resources
 B.S., Heidelberg College; M.S., Bowling Green State University.

ROBERT H. HUNTINGTON, 2009–
Associate Professor of Business; President
 B.A., M.A., Middlebury College; M.B.A., Dartmouth College; Ed.D., Harvard University.

EMILY R. ISAACSON, 2013–
Assistant Professor of English; Associate Dean of the Honors Program
 B.A., Augustana College; M.A., Ph.D., University of Missouri–Columbia.

LAURA T. JOHNSON, 2013–
Assistant Professor of Biology; Director of the National Center for Water Quality Research
 B.S., Virginia Polytechnic Institute and State University; Ph.D., University of Notre Dame.

KAREN A. JONES, 2012–
Assistant Professor of Middle School/Secondary Education; Associate Dean of the School of Education
 B.A., The Ohio State University; M.A., Ed.D., Ashland University.

SEAN M. JOYCE, 1993–
Assistant Professor of Computer Science; Director of Information Technology
 B.S., Heidelberg College; M.S., Bowling Green State University.

DAVID P. KIMMEL, 1997–
Professor of English
 B.A., Otterbein College; M.A., Ohio State University; Ph.D., Ohio State University.

MARY L. KOHNE, 2011–
Assistant Professor of Marketing
 B.A., M.B.A., Ph.D., University of Cincinnati.

MARGO J. KRAFT, 2004–
Associate Professor of Business Administration
 B.S., The Ohio State University; M.B.A., Ashland University; D.M., Case Western Reserve University.

TERRY L. LEMLEY, 1986–
Professor of Physics
 B.S., Colorado School of Mines; Ph.D., Montana State University.

CYNTHIA J. LEPELEY, 1998–
Professor of Spanish
 A.B., Stonehill College; A.M., Ph.D., University of Illinois.

OMAR R. MALIK, 2015–
Associate Professor of Management
 B.A., University of Punjab, Lahore; M.B.A., Lahore University of Management Sciences; Ph.D., Temple University.

PETER J. MARTINI, 2015–
Assistant Professor of Criminology and Sociology
 B.A., Michigan State University; B.A., Saginaw Valley State University; M.A., University of Nevada.

ALYSSA M. MATEJKA, 2015–
Instructor of Athletic Training; Athletic Trainer
 B.S., University of Mount Union; M.S., California University of Pennsylvania.

DOUGLAS McCONNELL, 2000–
Professor of Composition and Music; Director of Music Programming; Music Technology Coordinator
 B.A., Wittenberg University; M.M., D.M.A., College–Conservatory of Music, University of Cincinnati.

GERALD D. McDONALD, 1984–
Assistant Professor of Health, Physical Education and Athletic Training; Head Men's Tennis Coach
 A.B., Heidelberg College; M.Ed., Bowling Green State University.

DIANE K. MONACO, 2013–
Assistant Professor of Economics
 B.A., Wayne State University; M.A. (Economics), University of Akron; Ph.D. (Economics), Wayne State University.

RYAN L. MUSGRAVE, 2002–
Clinical Education Coordinator; Assistant Professor of Athletic Training
 B.S., Wilmington College; M.S., Indiana University.

ELLEN M. NAGY, 2005–
Interim Associate Dean of the Owen Center and Director of Graduation Support Services
 B.A., Colorado College; M.A., Bowling Green State University; Ph.D., The Ohio State University.

VICKI J. OHL, part–time 1975–1985; full–time 1985–
Professor of Theory and Piano; Associate Vice President for Academic Affairs; Associate Dean of Natural Science
 B.Mus., Heidelberg College; M.Mus., College–Conservatory of Music, University of Cincinnati; Ph.D., Bowling Green State University.

JULIE D. O'REILLY, 2005–
Associate Professor of Communication and Women's and Gender Studies
 B.A., Millikin University; M.S., Ohio University; Ph.D., Bowling Green State University.

MARC J. O'REILLY, 2001–
Associate Professor of Political Science
 B.A., McGill University; M.A., Ohio University; Ph.D., University of Connecticut.

STACEY PISTOROVA, 2014–
Assistant Professor of Elementary Education
 B.A., Skidmore College; M.Ed., Ph.D., University of Toledo.

JUSTIN A. PRUNESKI, 2013–
Assistant Professor of Biology
 B.S., Walsh University; Ph.D., University of Pittsburgh.

GREGORY A. RAMSDELL, 2008–
Associate Professor of Music; Director of Choral Activities
 B.Mus., M.Mus., D.M.A., University of Kansas.

JENNY REICHERT, 2014–
Assistant Professor of Psychology and Criminology
 B.S., Baylor University; M.A., Ph.D., University of Nevada–Reno.

WILLIAM R. REYER, part–time 1982–1983, full–time 1983–
Professor of English
 B.A., Augsburg College; M.A., Ph.D., Bowling Green State University.

AARON R. ROERDINK, 2006–
Associate Professor of Chemistry; NCWQR Analytical Chemist
 B.A., Central College; Ph.D., University of Wisconsin.

ANDREA B. ROERDINK, 2015–
Instructor of Accounting
 B.A., Central College; B.A. Heidelberg University; M.A.C.C., Bowling Green State University.

JO–ANN LIPFORD SANDERS, 1997–
Associate Dean and Director of Master of Arts in Counseling Program; Professor of Counseling
 B.L.S. and M.A., Bowling Green State University; Ph.D., Kent State University.

NEIL M. SASS, part–time 2000–2007, full time 2007–
Assistant Professor of Psychology
 B.S., City College of New York; M.S., Long Island University.

BETH M. SCHWARTZ, 2015–
Professor of Psychology; Vice President for Academic Affairs and Provost
 B.A., Colby College; M.A., Ph.D. State University of New York – Buffalo.

MARJORIE C. SHAVERS, 2013–
Assistant Professor of Counseling
 B.S., M.A., Ph.D., The Ohio State University.

BRYAN D. SMITH, 2006–
Associate Professor of Chemistry
 B.S., Heidelberg College; Ph.D., University of Wyoming.

BARBARA A. SPECHT, part–time 1985–1997; full–time 1998–
Associate Professor of Clarinet and Saxophone; Director of the Orchestra
 B.A. and M.A., Bowling Green State University; D.M.A., Ohio State University.

KYLEE M. SPENCER, 2011–
Assistant Professor of Biology
 B.S., Murray State University; M.S., Ph.D., Vanderbilt University.

TRACI SITTASON STARK, 2004–
Associate Dean of Social Sciences and Humanities; Associate Professor of Psychology
 B.A., Duke University; B.A., University of North Carolina; M.S., Ohio University; Ph.D., Ohio University.

JENA R. SUFFEL, 2013–
Instructor of Athletic Training; Athletic Trainer
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Moses Kieffer, D.D. – 1855–1863

George W. Aughinbaugh, D.D., LL.D. – 1864–1865

George W. Williard, D.D., LL.D. – 1866–1890

John A. Peters, D.D., LL.D. – 1890–1901

Charles E. Miller, D.D., LL.D. – 1902–1937

Clarence E. Josephson, S.T.M., D.D. – 1937–1945

Nevin C. Harner, S.T.M., Ph.D., D.D., LL.D. – 1945–1947

William T. Wickham, A.M., Ped.D., LL.D. – 1948–1969

Leslie H. Fishel, Jr., Ph.D., LL.D. – 1969–1980

William C. Cassell, L.H.D., LL.D., D.B.A., Litt.D. – 1980–1996

Richard H. Owens, Ph.D. – 1996–2001

F. Dominic Dottavio, Ph.D. – 2003–2008

Robert H. Huntington, Ed.D. – 2009–

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Kenneth J. Porada, Ph.D. – 2001–2002

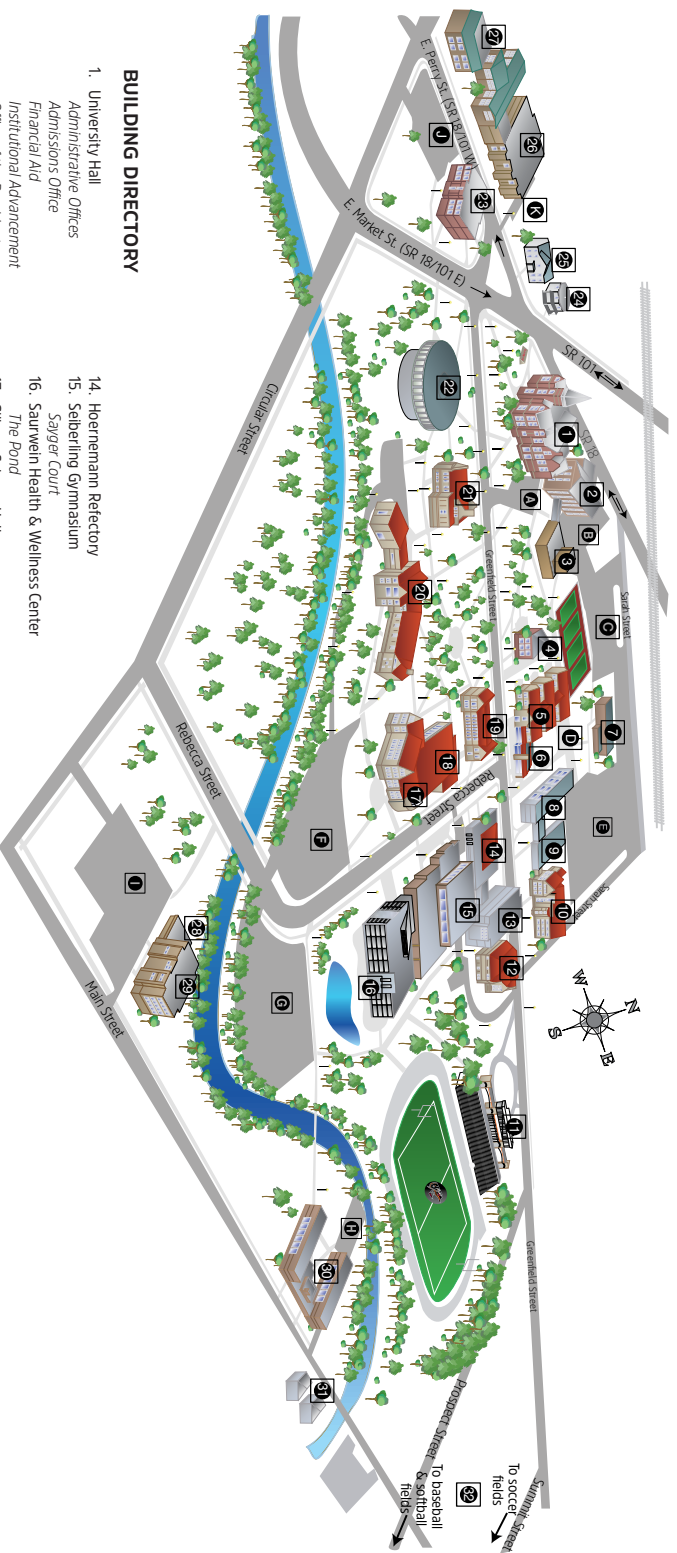
James H. Getz, Ph.D. – 2002–2003

James A. Troha, Ph.D. – 2008–2009

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BUILDING DIRECTORY

1. University Hall

Administrative Offices
Admissions Office
Financial Aid

Institutional Advancement
Office of the President

2. Founders Hall

Gundlach Theatre
Byrtenon Honors Center

5. Talmage Residence Hall
The University Commons

6. Fireside Cafe Pub
Krammes Service Center

8. Brown Residence Hall
Lavelly-Sheddenheim Education Center

10. France Residence Hall
Hoernemann Stadium and
The Fox Den Alumni Center

Plesen Field
Mayer Field

12. Willard Residence Hall
Miller Residence Hall

14. Hoernemann Rectory

15. Seiberling Gymnasium
Sager Court

16. Saurwein Health & Wellness Center
The Pond

17. Gilmore Science Hall
National Center for Water Quality Research

18. Baretts Hall
Adams Hall, School of Business

20. Campus Center
Bookstore

Owen Academic & Career Support Center
Rock Creek Express Cafe
Stoner Health Center
Student Affairs Offices
Wicham Great Hall

21. Pleidener Hall
Beeghly Library

22. Beeghly Library
Instructional Resource Center

23. Agler Alumni Building
Graduate Counseling Program

24. Octagon House

25. Fine Arts Building

26. Breneman Music Hall
OHL Concert Hall

27. College Hill Apartments
Media Communication Center

29. King Residence Hall
Senior Apartments

30. Senior Apartments
Athletic Facilities

32. Athletic Facilities
Peaceful Valley, baseball & softball
Hidden Valley, soccer

A-K Parking

Visitor parking in lots A, D, F & G