Faculty
GO-TO Guide

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I. INTRODUCTION

Heidelberg University is proud of its history of providing a quality education in the tradition of integrating the liberal arts and professional education. 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 concepts is imperative for professional and personal growth in an evolving and complex world and to help Heidelberg's graduates discover a life of purpose with distinction.

A. Heidelberg University Mission

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

B. Heidelberg University 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.

C. 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.

D. 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 1,200 students in all programs.

E. The Heidelberg University Alma Mater, Colors, and Mascot

The alma mater of Heidelberg University, "Sweet Alma Home", was written in 1896, in preparation for the first intercollegiate contest of the Ohio State Oratorical Association. Six Ohio schools, including Antioch University, Baldwin-Wallace University, Miami University, Otterbein University and Heidelberg, were to send representatives to compete in the oratory contest on the Heidelberg campus. Since Heidelberg had no school song at the time, a committee of senior students was formed to write one that would be performed at the opening ceremonies of the event. Ultimately, the task was left to the chair, J.E. Hartman (1896), who composed the words for the alma mater. Professor F.A. Power, a music teacher for the Tiffin Public Schools and conductor of a community chorus in Fostoria, wrote the music twenty-four hours before the contest. The unusual meter of the text precluded his setting it to an existing melody, but he was able to produce the melody and harmony of "Sweet Alma Home" in time for it to be performed at the contest in Rickly Chapel. (Williams, E.I.F., Heidelberg: Democratic Christian College 1850-1950. Menasha, WI: George Banta Publishing Co., 1952)

Sweet Alma Home

Sweet Alma Home! Where'er we be,
Where'er we roam, On land or sea,
Our swift-winged memory in yearnings,
yearnings, backward flies to thee.

Sing Alma Mater, Heidelberg!
Sing till the vaulted heavens ring!
Sing till the gales on swiftest wing
Bear the song away!
Sing till returning echoes bring back again the lay!
Sing till the echoes bring back the lay, Sing, Heidelberg!

University Colors
Red, Orange and Black

University Mascot
"Siggy" the Student Prince

II. PREPARING, DEVELOPING, AND MANAGING YOUR CLASS

A. Syllabi

Syllabi must contain the course goals and requirements, the nature of the course content, the methods of evaluation to be employed, the Academic Honesty policy and a disabilities statement.

As you create your syllabi please keep in mind the following:

1) If you teach a course that fulfills a General Education requirement, please use the Gen Ed template (Appendix A). It can also be found on Server Six/ Undergraduate Curriculum Committee/ UCC Forms.
2) You are welcome to use the General Education template for any of your courses.
3) All syllabi should include the academic dishonesty policy, the disability policy, your attendance policy, and your grading scale.
4) Include a schedule of topics and assignments, even if tentative.
5) Please be aware of HYPE Days and vacation days on which classes are cancelled. Note those times on the syllabus, if they affect your class
6) Please make your attendance policy clear, including your policy for student athletes missing classes for games, or other students missing class for university related events. See Explained Absence Policy.
7) Academic supports are available in the Owen Center relative to the Writing Center, Academic Coaching, and Supplemental Instruction. You may wish to include this information on your syllabus.

Students should receive a copy of your syllabus during the first or second class session.

Faculty are required to submit their syllabi as a Word document (preferred) or pdf to the department's Administrative Assistant within the first two weeks of the semester; google docs are strongly discouraged. When your syllabi are completed, please label them according to the following format:
Prefix, course number - section number (if other than 0), semester, instructor (ex.: ABC 123 - 2, Fa 18, Doe).

The Administrative Assistants will retain copies for their records, check labeling, and then file in the Syllabi folder on Server Six for the respective semester/year. A sample syllabus is located at Appendix B.

B. Textbooks

As required by the HEOA (Higher Education Opportunity Act), textbook orders are due on the following dates to Bookstore manager Brady Gibson (bgibson@heidelberg.edu).

October 1st for spring semester courses
March 1st for summer term courses
April 1st for fall semester courses

The textbooks order form can be found on Server 6:/Forms/Book Order Form 2015

C. Office Hours

The University expects faculty to foster supportive student-faculty interactions. It is expected that full-time faculty offer at least 2-3 regular office hours per week. Faculty should have a mechanism for students to schedule meetings. Adjuncts should maintain hours and accessibility reasonable for their teaching loads. Please communicate your availability to students at the beginning of the course and on your syllabus, and let students know how to arrange meetings with you.

D. Canvas

Canvas is Heidelberg's new online learning management system (LMS). You will login at https://canvas.heidelberg.edu with your Heidelberg Gmail account username and password. (This is also how students will login - their accounts have been set up as well.)

A few things to know:
1. You should see your list of courses for the Fall semester on the dashboard, along with the Heidelberg University Canvas Course which can help you learn Canvas. If you are missing courses, please submit a CNIT Helpdesk ticket.
2. All courses are currently unpublished so not viewable by students. You will need to publish the course if you want them to see it. (Once you publish, you can still leave content unpublished as you go.)
3. When you open a course, you can click "People" to see the instructors and students added to the course.
4. The "? Help" in the lower left will connect you with our Heidelberg-specific 24/7 chat and phone helpline, as well as the Guides and Community which are helpful resources.

As you begin to learn Canvas, please let me know if you have questions. We will offer several workshops throughout the Fall semester to help everyone feel comfortable. Currently you can get help while learning Canvas by:
1. Checking out the online training course (Heidelberg University Canvas Course) which includes video and written tutorials for setting up courses
2. Attend the Canvas 101 during the Opening Faculty Workshop

3. Schedule a one-on-one consultation with Rebecca Taylor, Instructional Technologist to answer specific questions (Go to Canvas, click your calendar (left side), go to "Find Appointment" on the right side, select the Heidelberg University Canvas Course then select a time slot). Please note -- these times will be updated weekly! You will also receive an email when new times are put on the calendar.

If you are choosing to move to Canvas this Fall, awesome! You can include this guide for students in your course so that they can learn Canvas as well.

D. Academic Calendar

https://inside.heidelberg.edu/academics/academic-calendars

E. University Grading

The University does not have a university-wide grading scale as each faculty member has the autonomy to create one's own scale. Individual departments may have a department scale; inquire with your department chair to determine if one has been established. The University Grading System which is a standard of established quality points is in the University Catalog. A calendar of dates for course grades and interim academic appraisals is issued each semester by the Registrar. It is the responsibility of each faculty member to check these due dates. At any time in the semester a special report should be sent to the Academic Success Center for students who seriously neglect their work. An important note about final spring grades: Final senior spring grades are typically due midweek prior to graduation. Please check the academic calendar and add these dates to your syllabus.
https://inside.heidelberg.edu/academics/academic-calendars

Faculty submit final grades to the Registrar's Office online through OASIS. Final grades can be entered in OASIS via the Faculty and Advisors tab using the *Final Grades* link. Specific procedures for submitting grades are in the Registrar's Info folder on Server 6 (server 6/Registrar Info/OASIS2 Faculty Advisor Training Guide.pdf). Deadlines appear on the Academic Calendar, available on Server 6 (server 6/Registrar Info/Calendars/Banner Term.POT dates/Part of term dates 15-16).

All records should be kept carefully and grades reported accurately. Credit can only be granted to students for courses in which they have been officially registered. The instructor should insure that all students' names appear on the class list and grade report submitted to the registrar at the end of the term.

A faculty member may grant an Incomplete to a student under exceptional circumstances by filing, in tandem with the student, an *Incomplete Form*. An incomplete (I) is granted only when students, through no fault of their own, are unable to complete the work assigned. An incomplete should never be given to students who have fallen behind through negligence, excessive attention to extra-curricular activities, etc. A form supplied by the Registrar's Office and signed by the student and faculty member must be filed with the Registrar for each incomplete grade. The instructor should not permit a student to improve a grade by taking another examination or by doing additional work unless that opportunity is offered to the entire class. The incomplete form must be submitted to the Dean for approval two days before grades are due.

If it is necessary to change a student's final grade for any reason, change of grade forms may be obtained from the Registrar's Office and completed by the faculty member. Incompletes and letter grade changes require the signature of the Dean.

F. Final Exams

Final examinations are to be given in all classes unless an exam is not appropriate for the course. If an exam is not given, the final examination time period should be used to receive papers or to discuss papers or projects. Any exceptions to the adopted calendar and/or final examination schedule must be approved by the Provost of the University prior to the announcement to the class of the change. For courses with multiple sections, faculty members may request permission from the Associate Vice President for Academic Administration, Honors, and Faculty Support (AVPAA) to schedule a single exam time for those sections. Such requests should be made before the publication of the final examination schedule.

Changing Final Exam times.
Students requesting to change a final examination time or day must make request the request on the Heidelberg web site by completing the form found at:
https://inside.heidelberg.edu/academics/exam-schedule/request-change-final

The AVPAA monitors requests for changes of exam time. Students may request a change in a final exam time only if:

1. the student has 3 or more final examinations scheduled on one day, or
2. the student has a work schedule which conflicts with an exam time, or
3. there is a personal situation beyond the control of the student.

If the request for change is approved, the Associate Vice President will contact the faculty member to determine a convenient time for the faculty member and student. Students will be given written notification of approval or denial of requests to change exam times. Faculty members will be notified in writing of approval to change exam times.

G. Academic Honesty syllabus statement

Syllabi must include a statement about the University's academic policy.

Academic Honesty Policy: The University values honesty and integrity as fundamental to learning and personal success. All members of the University should respect the integrity of another's work and recognize the importance of acknowledging and safeguarding intellectual property.

Submitting the work of another person or resource as your own, allowing another person to submit your work as his or her own, or assisting another person to do either are all behaviors considered violations of the Academic Honesty Policy. Further examples include:

1. Plagiarizing. Plagiarism is quoting from a source or using ideas paraphrased from a source without proper documentation according to the standard set by the instructor. The source material can be in oral, written, digital, or online format, including another student's work- for example a test, lab report, or paper. Duplicating your own work from a previous assignment or another course is also considered plagiarism.
2. Giving or receiving unauthorized assistance during homework, quizzes, tests, or examinations.
3. Using unauthorized materials, including personal technology, during any quizzes, tests, or examinations.
4. Acquiring copies of an exam dishonestly.
5. Using other dishonest methods to complete course work.

See [Academic Honesty Policy](https://inside.heidelberg.edu/academics/students) at https://inside.heidelberg.edu/academics/students

See Section IV Policies and Procedures in this Handbook (p. 16) for complete policy.

H. Students with Disabilities

All syllabi must include the following statement:

Disability Statement for Syllabi
It is the responsibility of the student with a disability to inform Heidelberg University and request an accommodation. *The process of requesting an accommodation includes engaging in an interview with the Disability Services Coordinator as well as submitting documentation verifying the students disability. The Disability Services Coordinator may request additional information about the disability, in which case the student will be asked to sign a release of information.* Please contact the Owen Center 419.448.2301 or Campus Center 315.

See Section IV Policies and Procedures in this handbook for additional information.

I. Attendance Policy

Students are expected to attend all classes during their officially scheduled times. There is no University-wide policy concerning absences. Typically, each faculty member establishes his or her policy and includes it on the syllabus distributed to students at the beginning of the semester.

Individual faculty members determine the attendance policy for the classes and should have them clearly stated in their syllabi. However, there are some circumstances that warrant special consideration to determine whether accommodation is possible. These cases are referred to as **explained absences**. There are two types of explained absences:

1. Absences due to co-curricular activities and out-of-classroom curricular activities. A co-curricular or out-of-classroom activity is when a student is representing Heidelberg University in a sanctioned event.
2. Verified moral obligations or physical conflicts. There are many instances when a student has moral obligations that preclude their attendance of a class session.

It is important to note that an explanation of absence does not imply that the student is excused from the obligations of a course or the class work missed. It is the individual student's responsibility to consult with his/her instructor as to the effect of explained absences. Should you have questions about an explained absence, call the Dean of Student Affairs office at 419.448.2062.

Students have multiple commitments and enroll in courses with an expectation as to when they will be held. Holding additional class meetings at specific non-officially scheduled times may create the unfair circumstance in which not all students are able to be present to benefit from the instructional time.

J.   Policy on Breaks

All classes should begin and end at the scheduled times. It is expected that classes will be held immediately preceding and following all breaks.

Resource: Academic Calendars: https://inside.heidelberg.edu/academics/academic-calendars

K.   OASIS

OASIS (Online Academic Support and Information System) is the official site for your class list and Canvas is kept in sync each morning, but if there is ever a question, use the information on OASIS as official. OASIS provides access to your class lists, grade submission pages and email addresses of students in your classes. These features appear under Faculty and Advisors link.

Consult OASIS to see if students have waitlisted your classes. (Courses with co-registrations, such as science labs, cannot carry waitlists.) If you can accommodate more students, contact the Registrar to increase the enrollment maximum.

L.   Course Questionnaires

Students will respond to electronic questionnaires about courses during the last two weeks of classes through the IDEA system. Students and faculty will be given access to the online documents during the last two weeks of classes each semester.

III. STUDENT ACADEMIC RESOURCES

A. The Owen Academic and Career Support Center

The Owen Center is designed to furnish Heidelberg University students with academic support services and is located on the 3rd floor of the Campus Center. The Owen Center offers holistic academic advising, academic support, and career development and placement services. The staff members at the Owen Center are a valuable source of support for you and students as you work to enhance each student's experience at Heidelberg. Students may schedule appointments for any of the Owen Center services using WCOnline.

Academic Coaching
Academic coaching is designed to help Heidelberg University students strengthen their academic skills and self-confidence. Our Academic Coaches are trained, academically successful Heidelberg University students.Students may schedule using WCOnline.

- **Individual Academic Coaching**: one-on-one meetings with an Academic Coach, with the purpose of discussing and overcoming perceived barriers to success. Popular topics addressed in Academic Coaching sessions: time management, organization, study skills, and test-taking strategies.
- **Small Group Academic Coaching:** Participants share academic experiences and concerns, and the Academic Coach will provide feedback and small group work activities to help participants set goals, build academic skills, and improve student self-confidence.
- **Peer Connect Working Group:** Participants meet over breakfast in Hoernemann Refectory and tackle the following: goal-setting, self-care, and accountability exercises, active listening and communication activities, discovery and improvement of academic strengths, and explorations of low academic confidence, stress, and learning difficulties.

The Writing Center

Writing Center Consultants offer individual writing assistance for all Heidelberg University classes, at all stages of the writing process. The goal is to aid students in developing the skills to think and work independently on future writing projects. Drop-ins are welcome, but students with appointments are given priority! Please note that at certain times of the semester, the Writing Center is busy and students who bring in papers the day before they are due may find that the Consultants cannot give them the time they need. Students are encouraged to schedule appointments early in the writing process.

Academic/Early Alerts

Heidelberg uses 4-, 8-, and 12-week appraisals to provide feedback to students and to alert advisors and coaches regarding individual course performance and behaviors prior to semester grade assignments. Early course appraisals (4-week) are conducted for students in their first two semesters and all students on academic warning or probation. Mid-semester and late appraisals are conducted for all students in each semester of enrollment. Appraisals consist of behavioral feedback as well as provide a grade estimate and percentage of the grade still

Career Development & Placement

Career Development and Placement provides programs and services for students to explore academic and personal interests and how these align with professional opportunities. The office provides assistance in interviewing, resume and cover letter writing, navigating internships, applications for full-time employment, and graduate school programs. There are also on- and off-campus interview opportunities and employer information sessions.

Beeghly Library

Beeghly Library at Heidelberg University allows community access to a number of valuable resources including an interlibrary loan service and various reference tools. Students may access books and articles that faculty put on reserve in electronic and/or paper form.

Regular Library Hours (hours during academic year)

Monday - Thursday   7:45am-11pm
Friday   7:45am-5pm
Saturday   9am-1pm
Sunday   1pm-11pm

For more information and access to the library catalogue visit
https://inside.heidelberg.edu/resources/facilities/beeghly-library.

IV: POLICIES and PROCEDURES

Academic Honesty (https://inside.heidelberg.edu/academics/students)-NEW 8/2018

The University values honesty and integrity as fundamental to learning and personal success. All members of the University should respect the integrity of another's work and recognize the importance of acknowledging and safeguarding intellectual property.

Submitting the work of another person or resource as your own, allowing another person to submit your work as his or her own, or assisting another person to do either are all behaviors considered violations of the Academic Honesty Policy. Further examples include:

1. Plagiarizing. Plagiarism is quoting from a source or using ideas paraphrased from a source without proper documentation according to the standard set by the instructor. The source material can be in oral, written, digital, or online format, including another student's work- for example a test, lab report, or paper. Duplicating your own work from a previous assignment or another course is also considered plagiarism.
2. Giving or receiving unauthorized assistance during homework, quizzes, tests, or examinations.
3. Using unauthorized materials, including personal technology, during any quizzes, tests, or examinations.
4. Acquiring copies of an exam dishonestly.
5. Using other dishonest methods to complete course work.

Guidelines for Violations and Sanctions

Heidelberg University recognizes that not all violations of the Academic Honesty Policy are committed with the same intent, and the University's response to Policy violations should be commensurate with offenses and educate students on the value of academic integrity. For consistency, all parties engaged in determining consequences for documented violations of Academic Honesty will follow guidelines suggested in the Academic Honesty Policy.

Academic Honesty Warning

Student behavior that results from scholarly negligence or inexperience with academic integrity principles and policies will result in an Academic Honesty Warning. This behavior is properly handled and remedied primarily by the faculty member teaching the course in which they occur.

- What constitutes scholarly negligence will vary by course and instructor, particularly in courses where students are introduced to college-level scholarship. The following are examples of behavior that constitute scholarly negligence.
- Single incidence of paraphrasing quoted material without citation
- Omitted citation in the final draft of a paper
- Copying on a small homework assignment or short quiz
- Engaging in unauthorized collaboration on an assignment especially when the assignment instructions are unclear.
- Signing in an absent student for class attendance/participation without instructor permission

When an incident is identified, the instructor will notify and meet with the student as soon as possible to discuss the behavior and consequences. Using the online reporting procedure (described below), the instructor will notify the Associate Vice Provost for Academic Affairs (AVPAA) about the incident, a summary of the conversation with the student, and any additional actions taken. The student is then issued an Academic Honesty Warning.

In addition to reporting the incident, the instructor could take any of the following actions:

- Set additional meetings with the student
- Reduce the grade for an assignment
- Require resubmission of the assignment with a grade reduction

- Other course-appropriate actions

Sanctions for all behaviors receiving an Academic Warning will be determined by the course instructor and reported to the AVPAA.

At the end of each semester, the AVPAA and two elected faculty representatives will review accumulated Academic Honesty Warnings. Students who have two or more warnings for the same behavior or four or more warnings of different behaviors may, at the discretion of the reviewers, be placed on Academic Honesty Probation in the following semester.

Academic Honesty Probation

Student behavior that violates the Academic Honesty Policy with intent or who have accumulated sufficient Academic Honesty Warnings will be placed on Academic Honesty Probation for a minimum of one complete semester. The nature and impact of a student's behavior, a student's prior disciplinary record, and student motivation at the time of the incident determine the appropriate level of sanctions issued to a student on Academic Honesty Probation, see below. Sanctions may be issued by the course instructor, AVPAA, and/or an Investigative Panel consisting of elected representatives of the faculty, students, and administration.

Level One Violations

- Policy violations are characterized as Level One when the actions are dishonest in character and/or may impact grades on significant assignments.
- The following list contains examples of behavior that would qualify as Level One violations
- Copying entire homework assignments or labs from others
- Collaborating with others on an independent assignment when guidelines explicitly forbid it
- Reusing the same material in different courses, without permission of both instructors
- Intentionally providing another student with one's own assignment, paper, exam or quiz
- Making lab data available to a student without instructor permission
- Fabricating a citation in a paper
- Limited copying and pasting from sources without citation
- Possession of unauthorized aids when it cannot be determined if the aid was used
- Limited copying from another student during an exam or substantial quiz
- Allowing another student to copy during exam
- Presenting a false excuse to miss an assignment, test/ exam, class, etc. or to receive unfair accommodation
- Pattern of repeated behavior that would otherwise be considered scholarly negligence

Examples of sanctions for Level One violations include any or all of the following:

- Ineligibility to hold a student leadership role in any university recognized organization
- Mandatory attendance at an educational program related to the violation type
- Failing grade (0%) for the assignment or exam
- Re-submission of an assignment as requirement for course completion although the original assigned grade does not change

Level Two Violations

Policy violations are characterized as Level Two when the actions are one or more of the following: flagrantly dishonest in character, impact a major or essential portion of the course grade, involve significant planning and deliberation, or serious breaches of professional and personal integrity.

The following list contains examples of behavior that would qualify as Level Two violations

- Any level of violation committed by a graduate student

- Copying from others where the copied material represents a significant part of the course grade
- Splitting up large assignments and copying parts from each other without instructor permission
- Providing another student with an assignment when explicitly prohibited
- Extensive copying and pasting from sources without attribution
- Possession and obvious use of unauthorized aids
- Extensive copying during an exam or quiz
- Fabricating data for a lab or research paper
- Taking an exam for another person (or vice versa)
- Stealing or fraudulently obtaining answers, or an advance copy of an exam
- Submitting an entire paper or assignment written by another person or for another class
- Replacing the name on another's assignment and handling it in as one's own
- Pattern of repeated behavior that would otherwise be considered Level One violation

Examples of sanctions for Level Two violations include any or all of the following:

- Ineligibility for membership or participation in any university recognized organization
- Failing grade in course
- Failing grade in the course with a transcripted academic dishonesty designation that cannot be replaced by retaking the course (on or off campus)
- Academic suspension
- Dismissal from institution
- Revocation of degree and withdrawal of diploma

Reporting Violations of Academic Honesty

The University expects members of the academic community to complete their work honestly and to report suspected violations of the Academic Honesty policy using an online complaint form. Instructors who suspect or observe a violation of the Academic Honesty Policy are required to report the incident within a week of when the incident was first suspected.

Student Reporting

Students are encouraged to report any behavior they observe that appears to violate the Academic Honesty Policy using the online reporting form. The AVPAA will review the report in consultation with the instructor of record to determine the appropriate action.

Complaint Form

The form for reporting complaints is located on insideheidelberg.edu under the Quicklinks tab/forms. This form is digitally filed with the AVPAA, who will oversee all action pertaining to the reported incident.

Determination of Sanctions

Course instructors have the authority to assign grades; therefore any sanctions that pertain to grades are at the discretion of the course instructor.

For all behaviors reported as Level One violations, the AVPAA, course instructor, and student will meet to discuss the incident. The AVPAA and course instructor will determine appropriate sanctions based on guidelines for Level One violations. Students may request review of the incident, report, and/or sanctions by a full Investigative Panel (described below) to assess the incident and determine sanctions.

For all behaviors reported as Level Two violations, the report and all related documentation will be reviewed automatically by an Investigative Panel (described below). The Investigative Panel will review all existing documentation and may request to interview any parties involved in the case as part of their investigation, and/or collect additional information. Involved parties may choose to appear before the investigative panel and/or submit a written statement. The panel will determine by simple majority if the student violated the standards of academic honesty. When an academic honesty violation is upheld, the panel will assign an appropriate set of sanctions according to the sanctions guidelines.

All reporting forms, evidentiary documentation, sanctions, and student information letters associated with violations of the Academic Honesty Policy will be placed on file in the student's academic record for the remainder of the student's enrollment at Heidelberg University. In cases where additional sanctions have been assigned, the instructor of record and the student's adviser will receive a copy of the student's notification letter.

With the exception of permanently transcripted sanctions, a student may request to have any reports or action statements be removed from their academic file upon graduation, see Level Two Sanction for exceptions. Students should address requests to the AVPAA.

Investigative Panel

Investigative Panels that review reports of Academic Honesty Violations will consist of a representative of the Undergraduate Academic Policy Committee (UAPC) or the Graduate Studies Committee (GSC), an elected faculty member from the student's academic school, and 2 students from a trained pool of 10-15 members representing a range of academic standing, co-curricular involvement, and degree program. The AVPAA or designee will attend the investigative panel in an ex-officio role. To provide a timely response, the panel may need to convene using Skype or teleconferencing.

Appeals

Students wishing to appeal the decision of the AVPAA and/or Investigative Panel should submit an appeal form online through the Office of the Registrar within 30 business days. An appeal may be made when there is new evidence, when proper procedures were not followed, or when the penalty involves suspension or dismissal from the University. The appeal will be reviewed by the Undergraduate Academic Policy Committee (UAPC) or Graduate Studies Committee (GSC); the representative for UAPC or GSC that served on the original investigative panel will recuse themselves from all discussion of the appeal. The AVPAA or designee will inform the student and instructor of the outcome within 30 business days of the receipt of the appeal.

A. Explained Absences Policy

Students are expected to attend all classes during their officially scheduled times. There is no University-wide policy concerning absences or "cuts." Typically, each faculty member establishes his or her policy and includes it on the syllabus distributed to students at the beginning of the semester. See Explained Absence Policy on Inside.Heidelberg.

Individual faculty members determine the attendance policy for the classes and should have them clearly stated in their syllabi. However, there are some circumstances that warrant special consideration to determine whether accommodation is possible. These cases are referred to as explained absences. There are two types of explained absences:

1. Absences due to co-curricular activities and out-of-classroom curricular activities. A co-curricular or out-of-classroom activity is when a student is representing Heidelberg University in a sanctioned event. University sanctioned events are those that are approved by the Provost as contributing to the overall erudition of the student as well as for the benefit of the institution. Examples include, but are not limited to, an athletic contest, a fine arts performance, or an academic field trip. Missing a regularly scheduled class for practice or other non-sanctioned events is not an explained absence.

2. Verified moral obligations or physical conflicts. There are many instances when a student has moral obligations that preclude their attendance of a class session. Examples include, but are not limited to, taking a sick child to the doctor or reporting for duty as required for the military reserve. Also, students may be unable to attend class due to serious illness or medical necessity, or death in the family. In these cases, undergraduate students will present evidence in a reasonable time frame to the Dean of Student Affairs who will verify the evidence of the moral obligation or physical conflict, and then contact the professors of the student's classes. Graduate students will present evidence to their instructor or director, if necessary.

It is important to note that an explanation of absence does not imply that the student is excused from the obligations of a course or the class work missed. It is the individual student's responsibility to consult with his/her instructor as to the effect of explained absences.

B. Attendance Policy for Faculty Absences, Cancellations and Breaks

Students have multiple commitments and enroll in courses with an expectation as to when they will be held. Holding additional class meetings at specific non-officially scheduled times may create the unfair circumstance in which not all students are able to be present to benefit from the instructional time.

Faculty are expected to meet all classes. Any foreseen absences should be communicated clearly to your students. Please notify the Provost of the University's office in the event of an unforeseen absence due to illness or other reasons, and if possible email your students to inform them if a class needs to be cancelled.

You are encouraged to enroll in the Send Word Now Emergency Alert System. This will allow you to get information about closings, emergencies, and other significant events through electronic means (text messages, etc.). Cancellation of classes because of severe weather conditions will be announced on local radio and television stations, and posted on the Heidelberg University website. Students and faculty will be emailed with detailed cancellation information.

Because of the residential nature of the campus, the University will try to remain open whenever possible. No one should endanger his or her safety to get to campus during severe weather conditions. If weather conditions require you to cancel your class, contact the Provost of the University's office for assistance.

Resource: Reception and Information (ext 2000 or 419-448-2000) or Security (ext 2211 or (419-448-2211).

C. FERPA

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. Please click here for the full policy.

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. Not covered under FERPA are medical and counseling records, and security records.

Under FERPA, contents of a student's academic record can be distributed on a "need to know" basis within the University. Recipients might include faculty and peer facilitators, department chairpersons, staff and administrators, individuals conducting institutional research, student employees, etc.

D. Disability and Accommodation Policy

The Disabilities Identification Team (DIT) reviews all applications for disability accommodations by students. The DIT will ensure proper documentation to determine a disability, and contingent upon these reviews, determine and recommend appropriate accommodations. The DIT supports students with disabilities in acquiring the necessary diagnosis and documentation. The DIT periodically will review the provision of accommodations in order to ensure their appropriateness. The eligibility determination process is not a same day process. Once documentation is received, it will be reviewed in order of receipt; therefore, it is recommended that the student submit documentation well in advance of any accommodation related needs (e.g. exam accommodations and alternative media services).

Resource: Disabilities Services, Owen Center call 419-448-2301

E. Examination Accommodations

Test Proctor Policies

The Owen Center provides test proctoring services to students with approved and documented accommodations Office of Disability Services.

Students without documented accommodations who need to arrange alternate testing (early testing, make-up tests, etc.) must schedule a time to be proctored by their instructor or an instructor approved proxy. Due to time, space, and staff constraints, neither the Owen Center nor Disability Services are able to proctor students without documented accommodations at this time except under extreme circumstances.

The Office of Disability Services keeps an up-to-date record of all students with approved accommodations. It is the responsibility of the student to arrange with instructors for tests to be sent to the Owen Center for proctoring. Instructors must complete an online Proctor Instruction Form for any proctored test and the Owen Center will abide by the instructions provided on this form. Tests and Proctor Instruction Forms may be submitted electronically to testingcenter@heidelberg.edu. Hard copies of tests and Proctor Instruction Forms may also be delivered to the Owen Center. For more information, visit inside.heidelberg.edu: https://inside.heidelberg.edu/academics/departments/owen/testing

Testing Hours
Monday & Tuesday   1:00 - 4:00pm
Wednesday & Thursday   8:00am - 12:00pm
Other Days/Times by Appointment Only
(Testing Hours during Final Exam periods follow the University final exam schedule.)

The latest exam appointment is at 3:00pm, as students must be finished by 5:00pm. At closing, any student testing must submit their test, regardless of whether or not it is complete. It is the student's responsibility to ensure they give themselves enough time to complete their testing within the above listed hours. Any repercussions for incomplete tests are to be negotiated between the student and their instructor.

Students must set up an appointment for test proctoring by contacting testingcenter@heidelberg.edu to schedule.

Once a student completes their test or the timeframe for a student to take their test has expired, the instructor will be notified via email. The test will be returned to the instructor according to the method outlined on the Proctor Instruction Form.

Faculty Responsibilities
Provide a 48-hour notice for all proctoring requests
Send a hardcopy of the test with a completed Proctor Instruction Form to the Owen Center
Submit the test to testingcenter@heidelberg.edu and complete Proctor Instruction Form in Google Forms

Ensure your student is aware of when their test will be available

Student Responsibilities
Communicate your testing accommodation needs with appropriate instructors and make arrangements with those instructors to have your tests sent to testingcenter@heidelberg.edu
Schedule at least 48 hours in advance of the test date by emailing testingcenter@heidelberg.edu
Schedule enough time to complete your tests within the posted Testing Hours - *All tests are collected at the posted closing times regardless of whether the student has completed the test. Any repercussions for incomplete tests are to be negotiated between the student and their instructor.*

Testing Center Responsibilities
Have a proctor available during posted hours
Respond to Faculty and Student communications within one business day
Ensure all instructions on Proctor Instructions are followed
Notify faculty when tests are completed

F. Sex Discrimination Policy

Heidelberg University does not discriminate on the basis of, race, color, sex, gender, gender identity, sexual orientation, religion, national origin, age or disability in its education programs or activities.

The Sexual Discrimination policy addresses all forms of sexual discrimination, including sexual misconduct and sexual harassment. Heidelberg University does not discriminate on the basis of sex, gender or gender identity in its educational, extracurricular, athletic, or other programs or in the context of admissions or employment in accordance with Title IX of the Education Amendments of 1972.

Title IX is a federal law that provides that, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Heidelberg University, as an educational community, will promptly and equitably respond to all reports of sexual discrimination in order to eliminate the misconduct and/or harassment, prevent its recurrence, and address its effects on any individual or the community.

This policy applies to all members of the University community, including students, employees, volunteers, independent contractors, visitors, and any individuals regularly or temporarily employed, studying, living, visiting, conducting business, or having any official capacity at the University.

An insert of the [Sex Discrimination Policy](#) is include with each student handbook. Copies may also be obtained in the Dean of Student Affairs Office, Human Resources Office, or the Office of Academic Affairs.

Investigation Procedures:

All complaints will be investigated in a timely and responsible manner. Confidentiality of all information obtained during the investigation will be protected as much as possible, to the extent the investigation is not compromised. All witnesses and those interviewed during the investigation are expected to treat the matter as confidential. All employees who are part of the investigation have the duty to answer all questions honestly and completely. Individual(s) alleged to have committed harassment/sexual misconduct have the right to be presented with the allegations and have a responsibility and a right to respond to the allegations. Both the persons claiming harassment/sexual misconduct and the accused have the right to a prompt and complete investigation of the claim as well as learning the result of the investigation. If evidence supports a finding that a charge of harassment/sexual misconduct is false, the employee responsible for bringing the false charge may be subject to disciplinary action up to and including dismissal.

Disciplinary Action:

Harassment/sexual misconduct in the workplace by any employee may result in disciplinary action up to and including dismissal.

Confidentiality and Retaliation:

The University will keep all complaints of harassment/sexual misconduct and all communications, such as interviews and witness statements in strict confidence to the extent possible. The University will not tolerate retaliation against any employee who complains of harassment/sexual misconduct or provides information in connection with any such complaint. Any employee who impedes an investigation, covers up the truth or retaliates against a complainant shall be subject to disciplinary action up to and including dismissal.

V: FACULTY RESOURCES

A. CNIT (Computer, Network & Information Technology),

This department supports Heidelberg students, faculty, staff, and researchers in their use of technology.

The CNIT Help Desk
419-448-2088 or https://inside.heidelberg.edu/offices/cnit

B. Server Six

Server Six is a shared drive that authorized faculty and staff can use to share documents. When you log onto the campus network, you should find a drive in your "My Computer" window labeled "server-six$ on shares1" (S:) Most users must be on campus in order to access Server Six, since it requires connection to the campus network. It is possible to obtain a VPN (Virtual Private Network--see below) account through CNIT that will enable a user to access the network from home. Contact CNIT (see below) for details.

C. BergApps

BergApps, our implementation of Google Apps for Education, is a powerful communication and collaboration suite available to all students, faculty and staff. BergApps includes the following supported tools that are part of the Google Apps for Education Suite:

- Gmail - provides our users with **unlimited** email storage, highly effective spam filtering and powerful search integrated with voice and video chat
- Google Calendar - allows our users to easily coordinate class and meeting schedules online
- Google Drive / Google Docs / Sheets / Slides - gives our users tools to create and collaborate on documents, spreadsheets, presentations, forms and drawings in real-time, as well as upload and share any file type; provides **unlimited** storage space, accessible from almost any device, anywhere, any time
- Google Hangouts - lets our users send instant messages to contacts for free anytime anywhere in the world; provides cross-platform audio and video-conferencing tools, screen sharing, etc.
- Google Sites - provides our users with tools to work together to keep related documents, personal web content and other information in one place on one site
- Google Groups for Business - allows campus groups, organizations and other units to collaborate online via forums, access control, etc.

Because these tools are Powered by Google, our users know that they will be available anytime anywhere on both desktop and mobile platforms. The BergApps login also provides access to additional tools underneath the Google umbrella (e.g. Google+, Blogger, YouTube, etc.). See our Terms of Service page for more information.

D. BergSync

BergSync is the event planning portal for faculty, staff, and student organizations. Login to BergSync using your Heidelberg email and password. You can create an event and also use the resource to browse for different events and student groups. BergSync is a way to connect organizations, communicate with members, and explore involvement opportunities.

E.   Classroom Technology / Audio-Visual Equipment

All classrooms are smart classrooms. The classrooms include instructor stations, digital projectors, computers with standardized software (including Microsoft Office and Internet access), DVD players, remote controls, speakers and connections for additional devices (e.g. presenter laptops). CNIT services and maintains the technology in these classrooms and will provide training in their use to faculty and others upon request. In general, these systems are standardized in their interface so that familiarity with the operation of one implies familiarity with the operation of another.

Should you need training, please contact the Help Desk. Via phone — 419-448-2088 or in person — Bareis Hall 309, open from 8 a.m. to 5 p.m. Monday-Friday

The Instructional Resource Center (IRC)
The IRC, located on the ground floor of Beeghly Library, houses a resource collection and has a materials production area. There is on-site equipment to produce die-cut letters for signs, laminate materials and legally duplicate videotapes to DVD and vinyl to CD. Materials available for purchase include poster board, construction paper, craft roll paper for bulletin boards, audio cassette tapes, plastic comb binding, button makers, foam board, tri-fold boards, CD and DVDs. The IRC also provides scissors (regular and decorative edge), crayons, markers, glitter, paint and many other items.

Media Communication Center (MCC)
The Media Communication Center (MCC), located in the glassed-in section of Krieg residence hall, houses our student-run radio and television stations, our student newspaper, a speech lab, and a computer classroom (with Adobe Creative Cloud), and commercial radio station WTTF. The Center promotes "Media for All" - all students are invited to take advantage of the MCC's resources and opportunities. The MCC embraces real-world traditional broadcasting methods and connects to audiences through newer mass media technologies. This center provides a unique learning experience for Heidelberg students of all majors wanting to gain media skills.

Through the MCC, selected students can complete paid internships at WTTF, gaining real-world experience without leaving campus. Three of these internships are available per semester.

Instructors are encouraged to:

- promote participation in student-run media - all students, regardless of major, are invited to join the newspaper, radio, and television staffs (academic credit and or paid positions may be available);
- include media projects in their courses - the computer classroom may be reserved for class sessions and technical and creative assistance is available from the MCC staff;
- promote use of the speech lab, which allows students to record themselves while practicing presentations and honing interview skills (students may also use the lab for Skype interviews); and
- recommend students for WTTF internships.

For questions, contact:

Nathan Cutietta, MCC Director, ncutiett@heidelberg.edu, 419.448.2005

Robyn White, Media Producer and Coordinator, rwhite1@heidelberg.edu, 419.448.2270

F. Classroom Supplies

If your classroom happens to be short of any of erasers, white chalk, and dry erase markers, contact the administrative assistant for your building and/or your Dean.

G. Printing, Copying, and Scanning Services

The Mail Room / Print Shop houses resources to handle bulk mail, ship and receive packages, printing, copying and binding services. You may send large (over 30 pages, preferably .pdf) copy requests to printshop@heidelberg.edu. Use your department's copier (if available) or the copiers located at the Mailroom for smaller items. Each department is issued a number code (please check with your department chair) to which all departmental copying is billed.

All campus mail is delivered to the Mailroom and picked up for distribution by building administrative assistants.

H. Registrar

The Office of the Registrar is the definitive source for information about University curricula, degree requirements, class schedules, course registration, transfer credit evaluation, and academic standing and history. Located in University Hall C115, the office provides services for current students and faculty, as well as alumni of the University. The Office of the Registrar is open Monday-Friday 8:00 a.m. – 5:00 p.m.

Registrar's Office faculty forms and lists are located at https://inside.heidelberg.edu/offices/registrar/forms#tab_custom-tab-0-faculty.

Helpful resources for faculty:
- *Server 6/Registrar Info* houses information such as department chairs/deans, academic sessions, a.k.a. parts-of-terms, directory block for student, third party release filed by students
- *Server 6/Reserve Rooms* shows all classrooms, size and when a room is in use
- OASIS is the faculty and advising portal and contains DegreeWorks, an on-line audit for students and advisors. DegreeWorks provides a place to leave notes regarding student interactions with advising
- The Registrar's Information Specialist staff member will facilitate data requests and assist with technological challenges
- The Assistant Registrar is available to assist with scheduling questions, incomplete grades, study abroad inquiries
- The Transcript Specialist works primarily with incoming students and all transcript requests

I. Institutional Review Board

All human subjects research projects must be approved by the IRB before the study is started. Investigators who believe that their study poses no more than minimal risk to participants and meets the [federal guidelines](#) may request an expedited review. Expedited reviews will be conducted by two IRB members instead of the full committee. Submissions will be accepted at any time during the academic year when school is in session. We will notify investigators of the outcome of the review within 5-10 business days. To submit a proposal for expedited review, visit the IRB Moodle site in the folder called "Committees and Task Forces" from the main Heidelberg Moodle page. If your study does not meet the criteria for an expedited review, it will be reviewed by the full IRB committee. Full reviews will take place five times during the semester. Investigators will be notified of the outcome of a full review within 10-12 business days of the submission deadline.

All University faculty and staff conducting or mentoring research projects that involve human participants must complete the training in human participant research module provided by the National Institutes of Health (NIH).

[Institutional Review Board](#) is transitioning to Canvas. 8/2018

J.   Krammes Service Center

The [Krammes Service Center](#) takes care of everything to keep campus humming, from daily maintenance, landscaping, facility repairs and transportation.

Building and Grounds Requests
If equipment, furniture, or repairs are needed in an office or classroom (e.g., light bulbs, door locks), please relay the information to your building administrative assistant or your department chair who will phone or email a work order to Krammes Service Center at x2390.
Ashley Ryan, Work Order Clerk
419-448-2390 or aryan@heidelberg.edu

Key Requests
New faculty or staff that need keys are asked to schedule an appointment to pick up their keys. Keys are to be used only by the persons to whom they are issued. No employee is to have any University key duplicated for any reason. If it is necessary to have additional keys, please contact the Service Center. The Chair or Administrative Assistant for the department should send an email with the employee's name, office number, and keys needed prior to their arrival to Linda Barger, lbarger@heidelberg.edu . Prior notice will ensure that the keys are ready to picked up upon the faculty member's arrival. Key requests cannot be processed until the employee has completed paperwork with Human Resources and has been entered into Banner. Adjunct faculty requests may be handled on an as needed basis depending on their campus hours.

When a faculty/staff member leaves all keys should be returned to the Service Center on or before the last day of employment. Keys should not be passed from one person to another.

Linda Barger, Administrative Assistant
419-448-2391 or lbarger@heidelberg.edu

Transportation
Only employees with an unrestricted, current driver's license may operate University vehicles or use a vehicle to conduct University business. University vehicles may only be used for authorized University business after proper background confirmation from the Transportation Manager at Krammes Service Center. Trips must be approved by the department chair.

Read the full travel policy.

Nik Boyer, Operations/Transportation Manager
nboyer@heidelberg.edu

Conferences and Events
Rooms for events must be reserved through BergSync. The form includes requests for technology and catering. Events and rooms are not scheduled until the request if approved by Lauren Austin Smith.

Lauren Austin Smith, Conferences and Events Coordinator
419-448-2193 or lsmith6@heidelberg.edu

VI: FACULTY ESSENTIALS

A. Faculty Manual

The Faculty Manual details the governance, policies, practices, and procedures of the faculty. It describes faculty benefits and support and outlines University-wide policies.

B. Constitution of the General Faculty

The Constitution of the General Faculty, found in the Faculty Manual, comprises the policies and procedures the Faculty has selected to govern itself, and defines the membership, responsibilities, and operational components of the General Faculty. As rules of a deliberative assembly, the provisions of this Constitution do not address the employment relationship between the University and an individual Faculty member, and do not extend, limit, interpret, or otherwise concern the employment contract.

C. University Catalog

Current and past University catalogs can be found online at
https://inside.heidelberg.edu/offices/registrar/university-catalogs

D. Student Handbook

The Student Handbook describes policies and procedures students must follow. While directed to the student body, it is sometimes a useful resource for faculty. A copy of the Student Handbook may be requested from the office of the Dean of Student Affairs. (x2062)

E. Faculty Committees

General Faculty committees are either standing committees or ad hoc committees and task forces. Standing committees are defined in their entirety through the provisions of the Constitution. Ad hoc Faculty committees and task forces are defined, created, and dismissed by the Faculty assembled or by standing committees of the Faculty, according to the provisions of this Constitution. Both types of Faculty committees are creatures of the General Faculty, i.e., the nature, composition, scope of duties and responsibilities, and internal function are controlled in their entirety by the General Faculty, subject to the provisions of this Constitution. The Chairperson of the Faculty, the President, and the Provost are ex officio, non-voting members of all Faculty committees. A list of standing committees can be found on Server 6/Campus Community/Faculty Committees/2016-2017.

Faculty meetings are scheduled on the first Tuesday of the month at 11:00 am in Herbster Chapel during the academic year. Detailed information on the structure of the meetings of the Heidelberg General Faculty can be found in the Faculty Constitution.

F. Purchase and Reimbursement Guidelines

Requests to purchase supplies, equipment, and services should be directed to Chairs, who forward requests to the Deans. Requisitions and purchase orders must be signed by the Business Officer. No faculty member may sign a contract, including grants, with any outside vendor committing the University or its resources without the written approval of the Provost and the Vice President for Administration and Business Affairs.

All purchases greater than $50 require a purchase order and the signature of the Dean even if these purchases are made using a credit card.

Heidelberg University Credit Card transactions
Heidelberg University Credit Cards must be used only for the University employee's expenses. Original receipts for the total amount on the expense report must be attached to the report. Purchase orders are still required for expenses greater than $50.

Business Office forms can be found at: https://inside.heidelberg.edu/offices/business-office.

These forms include:

General Business Office Forms
- Check Request Form (pdf)
- Journal Voucher Form (excel)
- Government and Business Funding Contract (pdf)
- Tuition Exchange - Remission Form (pdf)
- Requisition Step by Step (pdf)

Expense Report Forms Original receipts for the total amount of reimbursement should be attached to the reimbursement request.
- Instructions for submitting Expense Reports (pdf)
- Expense Reimbursement Report (excel)
- Expense Report for Credit Card Charges (excel)

G. Professional Development and Travel

The University encourages annual attendance at regional and national professional meetings or workshops. The Provost will determine the policy for financial support and reimbursement of costs associated with conference attendance. Support will be available to all qualified faculty, subject to budgetary limitations. University support for professional travel may be reimbursed up to 100% of the cost. Faculty members seeking support for conference attendance and professional travel submit requests to the Chair, showing expected expenses. Chairs forward requests to the Provost for approval.

Travel expenses incurred while on university business, such as professional meetings, conferences, or teaching, may be reimbursed if the trip has been pre-approved and if receipts are submitted according to the following guidelines.
Expenses for travel include but are not limited to mileage, transportation, parking fees, conference registration, room accommodations, and meals. Meals must be itemized. No alcohol will be reimbursed.

Prior to professional conferences and meetings, an Application for Professional Development funds form must be completed and signed by the Chair and the appropriate Dean or Provost so that funds can be approved and encumbered.

A Travel Expense Report must be completed and approved within three business days of return to campus.

VII. CAMPUS INS and OUTS

A. Campus Map

A campus map can be found at https://inside.heidelberg.edu/resources/campus-map.

B. Parking Information

Vehicles must be registered with Campus Security and should be parked in designated lots (see campus map). Registration requests can be completed through OASIS.
To request a registration tag:

> Log on to OASIS/ Personal Information/Vehicle Registration/Register a Vehicle. Then fill in the appropriate information.

Once the information entered into OASIS has been processed, the vehicle tag can be picked up at the Business Office by showing your ID. There is no fee for faculty vehicle registration.

C. University ID

All faculty are required to obtain a University ID to gain access to certain buildings and to check out books from the library. See the Office of Residence Life to obtain your ID.

D. Security

The Campus Safety and Security Department is a support service, charged with enforcing Heidelberg University policies and regulations while maintaining a safe and secure environment for the campus community. The department is staffed with a full-time Director, a full-time Assistant Director, two full-time Security Officers and part-time Heidelberg University students.

The Campus Safety and Security Department office is located on the bottom floor of the Campus Center (Room 129). The Department is staffed 24 hours a day seven days a week all year round. It has a close working relationship with the Tiffin Police and Fire Departments. If necessary, a Student Affairs staff member is available to handle situations involving students if immediate attention is needed. For more information, go to https://inside.heidelberg.edu/offices/security.

E. Mailboxes/Telephones/Email

Department mailboxes are located in the Heidelberg University Mail Room. We are on the Fed Ex and UPS route on weekdays. The Mail Room is intended for business use. While personal letters and mail can be mailed out from the Mailroom, please do not use the Mail Room for receipt of personal packages. For a list of services provided by the [Mailroom and Print Shop](#) can be found on Inside.Heidelberg.edu. The Mail Room is located on the lower floor of University Hall and the hours are Monday-Friday 8:00 am - 5:00 pm.

All faculty have a voice mailbox on the Heidelberg University telephone system. For instructions to set up a voice mailbox contact Peggy Ronski, Administrative Assistant for CNIT, at (x2297). To access your messages on voicemail, dial 2900 from any on campus phone, then follow the prompts.

You may call 419-448-2000 to be connected to any office when calling from off campus. If you wish to call Information and Reception from a campus phone, you need only dial "0". When on campus, only 4-digit extensions are needed to make a call.

All faculty will receive computer accounts and are expected to check their email regularly for University announcements. University wide announcements will be posted at [Inside.heidelberg.edu](#). Most faculty e-mail addresses are the person's first initial and the first 7 letters of the last name @heidelberg.edu *(Example: Ben Franklin's address would be bfrankli[@heidelberg.edu](#)).*

F. Dining Options

Several dining options are available when students are in residence. Faculty are welcome to dine in Hoernemann Refectory, Rock Creek Café in Campus Center, or at the Berg Bistro 1850 located in the University Commons.

Details of Parkhurst dining services can be found at https://inside.heidelberg.edu/offices/dining

APPENDIX A: General Education Syllabus Template

ABC 100: Class Name

GENERAL EDUCATION SYLLABUS

Semester Year | Days Time

Location

Instructor:

Office Location:

Office Hours:

Email:

Campus Phone:

Text Book:

Catalog Course Description:

Please make sure your syllabus for a course that meets any General Education objectives includes the following:

General Education objectives: [Select (1), (2), and/or (3)]

(1) This course fulfills the following **Abilities Requirements** as approved by the General Faculty: [Select no more than three: Reading (R), Writing (W), Quantitative Literacy (Q), Oral Communication. **For each ability, please insert the appropriate General Education Learning Objectives and how (what exam or assignments) you will be assessing them**.]

(2) This course fulfills the following **Breadth of Academic Experience** area for the General Education Requirements: [**Select no more than one** disciplinary category: Fine Arts (F), Humanities (H), Natural Sciences (N), Social Sciences (S). **Please insert the appropriate General Education Learning Objective(s) for your breadth area and how (what exam or assignments) you will be assessing it.]**

((3) This course fulfills the **Personal Health and Wellness** (P) or **Global/Cultural Perspectives** (G) requirement. **[Please insert the appropriate General Education Learning Objective(s) and how (what exam or assignments) you will be assessing it/them.]**

Course Objectives:

List your own additional course objectives (Upon successful completion of this course, you should be able to)…

Indicate how (what assignment or exam) you will assess each of your learning objectives.

Attendance Policy: [Provide individual statement. We do not currently have an institutional attendance policy, but do have an Explained Absence Policy.]

Academic Honesty Policy: The University values honesty and integrity as fundamental to learning and personal success. All members of the University should respect the integrity of another's work and recognize the importance of acknowledging and safeguarding intellectual property. See policy at https://inside.heidelberg.edu/academics/students.

Submitting the work of another person or resource as your own, allowing another person to submit your work as his or her own, or assisting another person to do either are all behaviors considered violations of the Academic Honesty Policy. Further examples include:

1. Plagiarizing. Plagiarism is quoting from a source or using ideas paraphrased from a source without proper documentation according to the standard set by the instructor. The source material can be in oral, written, digital, or online format, including another student's work-for example a test, lab report, or paper. Duplicating your own work from a previous assignment or another course is also considered plagiarism.
2. Giving or receiving unauthorized assistance during homework, quizzes, tests, or examinations.
3. Using unauthorized materials, including personal technology, during any quizzes, tests, or examinations.
4. Acquiring copies of an exam dishonestly.
5. Using other dishonest methods to complete course work.

Disability

It is the responsibility of the student with a disability to inform Heidelberg University and request an accommodation. _The process of requesting an accommodation includes engaging in an interview with the Disability Services Coordinator as well as submitting documentation verifying the students disability. The Disability Coordinator may request additional information about the disability, in which case the student will be asked to sign a release of information._

Please contact the Owen Center at (419) 448-2301 or Campus Center 315.

Subject to Change Statement: [Sample statement: "Please note that topics, assignments, and due dates are subject to change. Any adjustments to this syllabus will be announced in class, via e-mail, or via Canvas. Please make it a daily habit to check your BergMail account and the course Canvas site for any updates."]

Grading Policies (including scale, how grade will be determined, and consequences of late assignments or missed

exams):

Exam time: (as detailed on Final Examination Schedule—Please note that the exam schedule is not the same as last semester!) https://inside.heidelberg.edu/academics/exam-schedule

Semester Schedule of Topics & Assignments: (please list content, not just chapter numbers or pages)

Options:

- Cell phone policy (faculty may not require students to turn off cell phones due to the Send Word Now early warning system, but they may ask them to put them on vibrate and/or avoid using them)
- Classroom environment statement, safety issues (labs)Canvas policy & use
- Owen Center for Academic and Career Support
    - Tutoring needs and other pertinent information specific to the course

APPENDIX B: Sample Syllabus

LIT 222: Survey of British Literature after 1798 (3 credit hours)

Dr. Isaacson

Heidelberg University

Fall 2016

Time/Location: MWF 1-1:50/PFL 103

Office hours in PFL 205: M, W, F 10-11 & 2-3; and by appointment.

Office hours in the Honors House: M, W, F 9-10; T 9-11 & 1:30-2:30; R 10:30-12 & 1-2; and by appointment.

In general, please see my during my PFL office hours

Email: eisaacso@heidelberg.edu

Dr. Isaacson's website: https://sites.google.com/a/heidelberg.edu/dr-emily-isaacson/

Google Classroom class code: 8zprvf

Required Text:

The Broadview Anthology of British Literature, 2nd edition, volumes 4, 5 & 6 (these are packaged as a set in our bookstore)

ISBN 978-1-77047-486-4

Course Description:

Catalog description: Study of the literature of England in the Romantic Age, the Victorian period and the 20th century.

Literature 222 is a course that will introduce you to major authors and trends in British Literature after 1800. We will, in reality, begin just before 1800, with the early Romantic poet William Blake and move from there. The literature we read in this course is influenced by a shifting understanding in the role of the author/poet as a result of what M. H. Abrams called a watershed moment in the British literary experience: the 1798 publication of William Wordsworth's *Lyrical Ballads*. We will look at literature in three major – though somewhat ambiguously labeled – eras: the Romantic, the Victorian, and the Twentieth Century (and beyond). To examine this literature, we will view it through several potential lens of literary criticism, particularly those that consider class (Marxism, Cultural Materialism), social context (New Historicism), gender (feminism and queer theory), and race (Postcolonialism). By considering these, we will have the opportunity to understand the richness of various types of literature, and move beyond simply reading those canonical authors deemed essential by the literary establishment (though we will read many of those authors as well). Overall, our basic

question centers around the characteristics of each major movement, set in the larger cultural and historical context.

General Education objectives: This course fulfills the following **Abilities Requirements** as approved by the General Faculty: Reading **(R)** and Writing **(W)**. In completing the reading ability requirement in this course, students will demonstrate the ability to comprehend the historical positioning of the author and the reader in relation to the context of the work, as demonstrated through exams, classroom discussion, presentations and written work; in completing the writing ability requirement in this course, students will demonstrate the ability to produce quality prose writing in English and the ability to incorporate others' ideas—from written and other sources—into their own discourse, through reading journals, short papers, and essay exams.

This course fulfills the following **Breadth of Academic Experience** area for the General Education Requirements: Humanities **(H)**. In completing the breadth of academic experience requirement in the humanities, students in this course will demonstrate the ability to critique ideas and theories using textual evidence to support claims and connect artifacts to their varied cultural contexts and meanings through, through class discussion, exams, written work and the group presentation.

Course Objectives:

At the successful completion of this course, the student should be able to …	which will be assessed by …
demonstrate a broad knowledge of major literary movements in Britain after 1798, particularly Romanticism, Victorianism, Modernism and Postmodernism;	Exams; commonplace book and oral reports
demonstrate a broad knowledge of a range of authors and characteristic works of those major eras;	Exams; group presentation; class discussion; commonplace book
demonstrate an understanding of the relationship between the text, the author and the world, as a typified in major literary theories that attend to ideas about cultural contexts;	Commonplace book and oral reports; short paper assignments
practice close reading techniques through participation in class discussion and written work;	Classroom discussion, short paper assignments, exams
develop an independent and original interpretation of texts through thoughtful independent analysis;	Short paper assignments
and demonstrate an ability to present synthesized knowledge of the texts and methods of literary studies through an oral presentation.	Group presentation

Course Information and Policies:

Attendance: Because this is a discussion-based course, your attendance in class is imperative. I will allow without question up to 4 absences. Should you have an explained absence, you will be allowed to make up any missed work without penalty. Should your absence be unexplained, you will not be allowed to make up missed work. If you fall into the habit of missing more than 4 class sessions, your participation grade will be lowered 5 points for every absence. Except in the case of an extraordinary emergency, you will not be allowed to submit work late after the fact. That is to say, should you know that you will need to miss class, you must submit your work prior to leaving campus.

Academic Honesty Policy: The University values honesty and integrity as fundamental to learning and personal success. All members of the University should respect the integrity of another's work and recognize the importance of acknowledging and safeguarding intellectual property. See policy at https://inside.heidelberg.edu/academics/students.

Submitting the work of another person or resource as your own, allowing another person to submit your work as his or her own, or assisting another person to do either are all behaviors considered violations of the Academic Honesty Policy. Further examples include:

6. Plagiarizing. Plagiarism is quoting from a source or using ideas paraphrased from a source without proper documentation according to the standard set by the instructor. The source material can be in oral, written, digital, or online format, including another student's work- for example a test, lab report, or paper. Duplicating your own work from a previous assignment or another course is also considered plagiarism.
7. Giving or receiving unauthorized assistance during homework, quizzes, tests, or examinations.
8. Using unauthorized materials, including personal technology, during any quizzes, tests, or examinations.
9. Acquiring copies of an exam dishonestly.
10. Using other dishonest methods to complete course work.

In literary studies, we use the quotation and citation guidelines outlined by the Modern Language Association. You can find information on this citation style – and the logic behind it – in the MLA handbook, in your handbook from first year English, or at Purdue University's OWL site (see the link on my website). For this course you can use the 2009 or the 2016 update, but the most important thing in citation here is to be consistent.

Compliance with the Americans with Disabilities Act (ADA):

It is the responsibility of the student with a disability to inform Heidelberg University and request an accommodation. *The process of requesting an accommodation includes engaging in an interview with the Disability Services Coordinator as well as submitting documentation verifying the students disability. The Disability Services Coordinator may request additional information about the disability, in which case the student will be asked to sign a release of information.* Please contact the Owen Center 419.448.2301 or Campus Center 315.

Academic, Writing, and Career Support at the Owen Center
Students are encouraged to seek supplemental academic assistance at the Owen Center. Located in Campus Center 315, the Owen Center offers a range of services and resources - including Supplemental Instruction, academic coaching, writing and presentation assistance, and internship and resume guidance - to meet your learning needs. Students in need of, or desiring, these services should call 419.448.2301 or schedule online through WCOnline. Your faculty may also recommend that you seek assistance from the Owen Center.

Class Website: This class is web-assisted by Google Classroom, Google Sites and Google Drive (basically, check your BergApps regularly). All assignment sheets will be available to you electronically; useful links will be posted; all work will be submitted through Classroom; and additional resources will be available. Thus, it is important that you familiarize yourself with the

system within the first week of classes. **Any problems that you have with your BergApps are yours to resolve: technical difficulties are not excuses to miss assignments.** Because I am attempting something new this semester with Google Classroom, we will walk through the system on the first day of class.

General Policies and Classroom Etiquette:

- Please come to class having read all assigned readings thoroughly; this means that you should know the material in depth, which may require reading it more than once. Every reading assignment listed on the schedule is due that day in class.
- Please come to class with your book. If you come to class without it, your participation grade will suffer.
- Please do the following out of respect for your fellow students: come to class on time; do not leave class early; do not carry on side conversations.
- If you are disrespectful of your classmates through rude comments or disruptive behavior, I reserve the right to ask that you leave the classroom. I've had an excellent track record of building community with my
- courses, and I'd like to keep it that way. It's up to you to work together and be respectful of one another's ideas.
- Please do not eat in class. Beverages are fine. Unless you make a huge mess – then I'm liable to be mean.
- Please give the class your complete attention. Do not work on homework for other courses; do not text your friends; do not read outside material. This class will be highly participatory in nature and those other things will likely distract you from our primary goals.
- This also means that you should remember to turn your cell phones to vibrate (or even better silent) mode. Ringing or other noises from the phone distract us from our goal in the classroom.

Late Work: I will not accept late work. Assignments are due as listed on the syllabus to Google Classroom. And not as email attachments.

General Guidelines for Formal Written Work:

All paper assignments must:

- use MLA style
- be typed in Times or Times New Roman 12 point font
- be double-spaced
- have 1-inch or 1.25-inch margins (be sure to check your word processing program)
- indicate, in the upper left-hand corner, your name, the professor's name, course information, and date
- indicate page number in the upper right hand corner and include your last name on each page
- meet the minimum word and/or page count
- have a title
- include a works cited page

Assignments:

Assignment	Point value	Percentage of grade
2 exams at 150 points each	300	30%
Final exam	200	20%
Commonplace books and oral reports	150	15%

Group presentation	50	5%
2 brief papers at 100 points each	200	20%
Participation	100	10%
Total	1000	100%

Grading scale:

A+ = 970-1000 (97%-100%)

A = 930-969 (93%-96.9%)

A– = 900-929 (90%-92.9%)

B + = 870-899 (87%-89.9%)

B = 830-869 (83%-86.9%)

B– = 800-829 (80%-82.9%)

C+ = 770-799 (77%-79.9%)

C = 730-769 (73%-76.9%)

C– = 700-729 (70%-72.9%)

D+ = 670-699 (67%-69.9%)

D = 630-669 (63%-66.9%)

D– = 600-629 (60%-62.9%)

F = 0-599

Note: I do not round up when I assign final grades. If you earn 890 points, it's a B+, no matter how nicely you ask. The best way to avoid being in such a situation is to do all of the reading, participate actively and attend every single class period.

Assignment specifics:

Exams 1 &2: Exam 1 will cover Romanticism, and exam 2 Victorianism. Each exam will consist of identification questions (i.e. important background information, plot points, important literary terms), quotation identification, and short answer questions.

Final exam: This exam will have two basic components. The first component of the exam will cover Twentieth Century literature and consist of the same types of questions as exams 1 & 2. The second component will be an essay question that is comprehensive in nature.

Commonplace books: A commonplace book is a notebook or other book where a person records knowledge and significant quotations. For your work this semester, you will keep a commonplace book for all of the readings, writing down significant quotations. In addition to this, you will write three very brief (3-5 page) responses to your commonplace material, overviewing the commonalities that you see across a single time period. To prepare you for this written work and the exams – as well as to let me see the work you've been doing – you will meet with me three times over the course of the semester and explain your commonplace book. You may create an electronic commonplace book (see the template I've created for you); you may also use a notebook where you enter this information by hand. We will make occasional use of your commonplace book in class as well, reporting on the quotations that we find significant.

Presentation: Because so much more literature exists than we can cover – and so many more authors are out there than we can really hit on – you will work with a group to give a brief (8-10 minute) presentation on a piece of literature that we're not reading for the class. However, rather than just give a PowerPoint presentation with some bullet-points of information, you're going to be stretching your creative faculties. Each group will either create an artifact or develop a performance related to the text, as well as a brief critical overview. This will be graded on both depth of interpretation and creativity of presentation. By December 2, each group member will submit an independently written response to the presentation and the experience of putting together the interpretation.

Papers: You will write two brief (5-7 page) papers. The paper assignments will ask you to work on interpretations of one or more assigned texts and will not require any outside research. You are expected to write clearly and precisely, arguing for your own original interpretation of the text. Each paper will go through a peer review cycle, and I will provide additional opportunity for revision should you so choose after I return your graded work.

Participation: Participation grades are admittedly the most difficult points to define. Because of the nature of literary studies, your participation is imperative, and thus you will find it necessary to participate daily. I will run the class more or less as a seminar (just a big seminar – there are lots of us) where we follow leads and see where we get in the discussion – hence the importance of the reading journals. I will occasionally ask for individual work in class as well as in-class partner projects. Participating in these will also be important – and will earn you further participation points. Truly engaged students come to class having read the texts and having written down their ideas about the texts – even if those ideas are questions about things that are confusing or unclear. Additionally, you will have some days where the work will be online, much of which will be in discussion boards. Failure to complete this work will result in a reduction of participation points.

Further information and assignment sheets will be forthcoming throughout the semester. I will post all assignment sheets to Google Drive and discuss them at appropriate times in class.

Daily Schedule

Please pay attention to the daily schedule. I expect you to read all assignments **prior** to class and come prepared to discuss them – and you must bring your book with you to class. Written work is generally due to Google Classroom by midnight on the assigned days, though there are some exceptions noted below. **I reserve the right to adjust the schedule, should the need arise, and you are responsible for following those changes.** If I must change the schedule, I will alert you as soon as I know. I will provide an adjusted schedule in class and post it to both Google Classroom and my Google Site. Due to the need for me to travel for professional purposes, some of your work will be independent and online. I've noted those days and we'll talk about them when we get closer to them.

All readings are in the *Broadview Anthology of British Literature*. You will only need the particular volume for class that we're reading from (that is, while we're reading the Romantics, you don't need the volume that covers the Victorians). The readings are generally in chronological order in the books – so you'll be able to simply look at the table of contents and move forward as we progress through the course.

With some authors, we'll be reading all of their work (that is: read all the poems in the selection); where I've noted only excerpts or specific poems, I expect you to only read those things assigned, though you're welcome to read beyond what's assigned. Good students also read introductory material – and the introductions to all of the authors are helpful in giving the reader an idea of what to look for in the work.

Date	Reading due in class, potential journal topic	Other assignments due
August 24	Introduction to the course	
August 26	*These first readings are all in the volume on the Romantic Era* "Introduction to the Age of Romanticism" (Have this read in full by the end of next week) **William Blake**: from *Songs of Innocence and Songs of Experience* and "The Marriage of Heaven and Hell"	
August 29	**Anna Laetitia Barbauld** (all poems)	
August 31	"Contexts: Women and Society" (all of it)	
September 2	**William Wordsworth**: "Expostulation and Reply," "Lines Written a Few Miles above Tintern Abbey," "Preface" from *Lyrical Ballads* (1800), "Song [She dwelt among th' untrodden ways]," "Lucy Gray," "London, 1802," "Surprised by Joy" "In Context: 'I Wandered Lonely as a Cloud': Stage in the Life of a Poem" **Dorothy Wordsworth**: *Grasmere -- A Fragment*	
September 5	No class: Labor Day	
September 7	"Contexts: The Natural, The Human, the Supernatural, and the Sublime"	
September 9	**Samuel Taylor Coleridge**: "This Lime-Tree Bower My Prison"; "Dejection: An Ode"; "Kubla Khan: Or; a Vision of a Dream. A Fragment"; from *Biographia Literaria*, chapter 13 "On the Imagination, or Esemplastic Power"	Make appointment to discuss commonplace book
September 12	Selections from "Contexts: India and the Orient": from Sir William Jones; Tupu Sultan and the British; from Mary Robinson; Roger Felton **Matthew Gregory Lewis**: "The Anaconda"	
September 14	**George Gordon, Lord Byron**: "Sun of the Sleepless"; "She walks in beauty"; "When we two parted"; "Stanzas for Music"; "Darkness"; "Prometheus"; "When a Man Hath no freedom to fight for at home"; "Epistle to Augusta"; Selected Letters	
September 16	**Percy Bysshe Shelley**: "To Wordsworth"; "Mutability"; "Mont Blanc"; "Hymn to Intellectual Beauty"; "Ozymandias"; "The Masque of Anarchy"; "Song to the Men of England"	
September 19	**John Keats**: "On First Looking into Chapman's Homer"; "On Seeing the Elgin Marbles"; "When I Have Fears that I May Cease to Be"; "The Eve of St. Agnes"; "Ode: To A Nightingale"; "Ode On a Grecian Urn"; "Ode On Melancholy"; "To Autumn"	
September 21	Mary Shelley: from *The Last Man*; "Mortal Immortal"	Romanticism Commonplace response due by midnight
September 23	Exam 1: Romanticism	

September 26	*All readings will now be from the volume on the Victorian Era* "Introduction to the Victorian Era"	Paper Assignment 1 peer review in class (bring 1 copy of your paper)
September 28	"Contexts: The Place of Women in Society"	
September 30	**Elizabeth Barrett Browning**: from *Sonnets from the Portuguese*; excerpts from *Aurora Leigh*	Paper Assignment 1 due at midnight
October 3	**Alfred, Lord Tennyson**: "The Lady of Shalott"; "The Lotos-Eaters"; "Ulysses"; "The Epic [Morte d'Arthur]"; "Morte d'Arthur"; "The Charge of the Light Brigade"	
October 5	**Robert Browning**: "Porphyria's Lover"; "Soliloquy of the Spanish Cloister"; "My Last Duchess"; "Love Among the Ruins"; "Childe Roland to the Dark Tower Came"	
October 7	**Matthew Arnold**: "The Forsaken Merman"; "The Scholar-Gipsy"; "Dover Beach"; from *Culture and Anarchy*	
October 10	No class: Fall break	
October 12	**Online work:** "Contexts: Work and Poverty" (failure to complete this work will result in a reduction of participation points)	
October 14	**Online work: Charles Dickens**: "The Story of Little Dombey"; "Sikes and Nancy" (failure to complete this work will result in a reduction of participation points)	Make appointment to discuss commonplace book
October 17	**Dante Gabriel Rosetti**: "The Blessed Damozel"; "Mary Magdalene at the Door of Simon the Pharisee" **Christina Rosetti**: "Goblin Market"; "Dead Before Death"	
October 19	No class: HYPE	
October 21	**Online work:** "Contexts: Britain, Empire, and a Wider World" **Rudyard Kipling**: "Gunga Din"; "The White Man's Burden" (failure to complete this work will result in a reduction of participation points)	
October 24	**Oscar Wilde**: *The Importance of Being Earnest*	
October 26	**Gerard Manley Hopkins**: all poems	Victorianism commonplace book response due by midnight
October 28	**Sir Arthur Conan Doyle**: "The Adventure of the Speckled Band"	
October 31	Exam 2: The Victorians	
November 2	*The rest of the readings for the semester are in the volume on the Twentieth Century* "The Early Twentieth Century: From 1900 to Mid-Century"	1 group presentation

	Thomas Hardy: "The Ruined Maid"; "Channel Firing"; **Siegfried Sassoon**: "They"; "Glory of Women"; "Everyone Sang" **Wilfred Owen**: "Arms and the Boy"; "Dulce et Decorum Est"; "Anthem for Doomed Youth" "Contexts: War and Revolution"	
November 4	**William Butler Yeats**: "The Lake Isle of Innisfree"; "When You Are Old"; "No Second Troy"; "Easter 1916"; "Nineteen Hundred and Nineteen"; "The Second Coming"; "Meditations in Time of Civil War"; "Leda and the Swan"; "Sailing to Byzantium"; "Lapis Lazuli"; "The Circus Animals' Desertion"	1 group presentation
November 7	**James Joyce**: "Araby"; "The Dead"	1 group presentation
November 9	**Virginia Woolf**: "Kew Gardens"; "A Room of One's Own"	Paper Assignment Two peer review in class
November 11	**Online work:** Select one of the contexts sections from this current volume that's not assigned and complete the assigned task online	
November 14	**T. S. Eliot**: "The Waste Land" Selections from "Contexts: Eliot, Pound, and the Vortex of Modernism": from Jules Huret; Imagist and Futurist Poetry: A Sampling;	Paper Assignment Two due at midnight
November 16	**George Orwell**: "Politics and the English Language"	1 group presentation
November 18	"The Late Twentieth Century and Beyond: 1945 to the Twenty-First Century" **Dylan Thomas**: "Fern Hill"; "Do Not Go Gentle into That Good Night"; "A Refusal to Mourn the Death, by Fire, of a Child in London"	1 group presentation; make appointment to discuss commonplace book
November 21-25	Thanksgiving Break	
November 28	**Harold Pinter**: *The Homecoming*	1 group presentation
November 30	**Doris Lessing**: "To Room Nineteen"; from *The Golden Notebook*	1 group presentation
December 2	**Philip Larkin**: "Days"; "Church Going"; "Annus Mirabilis" **Derek Walcott**: "A Far Cry from Africa"; "A Letter from Brooklyn" **Seamus Heaney**: "Digging"; "Punishment" **Paul Muldoon**: "Good Friday, 1917. Driving Westward"; "Our Lady of Ardboe" **Carol Ann Duffy**: "Stealing"; "Mrs. Lazarus"	1 group presentation
December 5	**Salman Rushdie**: "Is Nothing Sacred?"	1 group presentation
December 7	Directions in Late Twentieth- and Early Twenty-First-Century Poetry: All poems by **Geoffrey Hill**; **Eavan Boland**; **Medbh**	Group presentation responses due by midnight

	McGuckian; Linton Kwesi Johnson; Moniza Alvi; Simon Armitage	
December 9	**Zadie Smith**: "Hanwell in Hell"	Twentieth century commonplace book response due by midnight
December 12 @ 12:30	Final exam	Revised papers due by midnight

APPENDIX C: ACADEMIC COURSE CALENDAR

APPENDIX D: ADMISSIONS CALENDAR

APPENDIX E: ACADEMIC DIVISIONS and DEANS

(This document is currently being updated 8/18)

APPENDIX F: TERMS and ABBREVIATIONS

AAC	Academic Assessment Committee (formerly IRC)
AALT	Academic Affairs Leadership Team
ACBSP	Accreditation Council for Business Schools and Programs
ACCE	Academic Comprehensive Campaign for Excellence
ADA	Adams Hall
AEC	Academic Enhancement Committee
AIG	Aigler Building
AIM Hei	Advise, Inspire, Mentor faculty mentoring program
AJY	American Junior Year
ALT	Academic Leadership Team
APO/ΑΦΩ	Alpha Phi Omega Service Organization
Aps/ΑΦΤ	Alpha Phi Tau Fraternity
BAR	Bareis Hall
BEC	Berg Events Council
BEE	Beeghly Library
BMH	Brenneman Music Hall
BOT	Board of Trustees
BRE	Brenneman Music Hall
CAATE	Commission on Accreditation of Athletic Training Education
CACREP	Council for Accreditation of Counseling & Related Educational Programs
CEC	Community Engagement Committee
CIC	Council of Independent Universities
CNIT	Computer, Network & Information Technology
CRN	Course Registration Number
Delts/ΔΣΧ	Delta Sigma Chi Women's Society
DIT	Disabilities Intervention Team
Eugs/ΕΥΓ	Euglossian Women's Society
ESL	English as a Second Language
Exs/ΕΧ	Excelsior Men's Society
FA	Financial Aid
FAFSA	Free Application for Federal Student Aid
FDC	Faculty Develop Committee

FEC	Faculty Executive Committee
FPC	Faculty Personnel Committee
FERPA	Family Educational Rights and Privacy Act
FOU	Founders Hall
FRA	France Hall
GCC	Graduate Curriculum Committee
GIL	Gillmor Science Hall
GPA	Grade Point Average
GSC	Graduate Studies Committee
HEI	Heidelberg Enterprise Initiative
Heids/ΝΣΑ	Nu Sigma Alpha Fraternity
HELI	Heidelberg English Language Institute
HIPAA	Health Insurance Portability and Accountability Act
HLC/NCA	Higher Learning Commission/North Central Association
HRA	Head Resident Assistant
HYPE	Co-curricular program
IAUR	Institutional Advancement and University Relations
ICF	Incident Communication Form
ILL	Interlibrary Loan
IPEDS	Integrated Postsecondary Education Data System
IRB	Institutional Review Board
IRC	Instructional Resource Center (formerly the IMC)
IRHC	Inter-Residence Hall Council
Kappas/ΚΨΩ	Kappa Psi Omega Women's Society
Kil	The Kilikilik student newspaper
KRI	Krieg Hall
KRE	King East Hall
KRW	King West Hall
MCC	Media Communication Center
MIL	Miller Hall
NACA	National Association for Campus Activities
NASM	National Association of Schools of Music
NCAA	National Collegiate Athletic Association
NCATE	National Association of Universities of Teacher Education
NCWQR	National Center for Water Quality Research (formerly WQL)
NSLDS	National Student Loan Data System
NME	New Member Education (Greek Life)

OAC	Ohio Athletic Conference
OASIS	Online Academic Support and Information System (aka OASIS)
OBR	Ohio Board of Regents
OLN	Ohio Learning Network (coordinated learning distance programs)
OhioLINK	Ohio Library and Information Network
OL	Orientation Leader
OPAL	Ohio Private Academic Libraries (Beeghly Library Catalog and library consortium)
PAF	Personnel Action Form
PALS	Patricia Adams Lecture Series
PFL	Pfleiderer Center for Religion and the Humanities
Phis/Φ	Philalethean Women's Society
PLUS	Parent Loan for Undergraduate Students
PSEO	Post Secondary Enrollment Option
RA	Resident Assistant
RC	Residence Coordinator
Rhos/PHΔ	Rho Eta Delta Fraternity
RLC	Religious Life Council
RLL	Resident Life & Learning Hall
SAAC	Student-Athlete Advisory Council
SAP	Satisfactory Academic Progress
SAU	Saurwein Wellness Center
SBC	Strategic Budgeting Committee
SEI	Seiberling Gymnasium
SEOG	Supplemental Educational Opportunity Grant
SIEDC	Seneca Industrial & Economic Development Corp.
Sigs/ΣTN	Sigma Tau Nu Fraternity
SLT	Senior Leadership Team
SRC	Student Research Conference
TMΣ	Tau Mu Sigma Music Honorary
TNU	Tianjin Normal University
UAPC	Undergraduate Academic Policy Committee
UAS	University Accounting Service
UCC	Undergraduate Curriculum Committee
UCC	United Church of Christ
WHEI-FM 88.9	Student radio station
WHEI-TV 10	Student television station
WLI	Women's Leadership Initiative

| WQL | Water Quality Laboratory (now named NCWQR) |
| WSU | World Student Union |

APPENDIX G: CAMPUS OFFICE and STAFF DIRECTORY

The Heidelberg Directory can be found at: https://inside.heidelberg.edu/resources/directory-listing

For student-related concerns

Owen Center for Academic and Career Support
Ellen Nagy, Executive Director of Student Academic and Career Success
419-448-2063 or enagy@heidelberg.edu

Academic Advising
Shavron Kelley, Advising Specialist (Pre-Health, Pre-Med, School of Natural Sciences and Allied Health Sciences)
419-448-2595 or skelley@heidelberg.edu

Francesca Rogers, Advising Specialist (School of Business, Computer Science & Information Technology, School of Behavioral Sciences & Education)
419-448-2497 or frogers@heidelberg.edu

Lindsey Baumgartner, Advising Specialist (School of Communication Humanities, & the Arts)
419-448-2496 or lbaumgar@heidelberg.edu

Academic Support
Academic Support Coordinator
Lauren Tompkins, 419-448-2887 or ltompkin@heidelberg.edu

Internships
Director of Career Development and Placement
Mark McKee, 419-448-2194 or mmckee@heidelberg.edu

Health and Counseling Center and Services
Janelle Baldosser, Director of Stoner Health & Counseling Center
419-448-2042 or jbaldoss@heidelberg.edu

John Sharp, Assistant Director of Counseling Services
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Rebecca Goshe, Assistant Director of Stoner Health & Counseling Center
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Karen Raber, Counselor
419-448-2145 or kraber@heidelberg.edu

Johanna Vanrenterghem, Counselor
419-448-2145
jvanrent@heidelberg.edu

Academic Affairs
Provost of the University
Beth M. Schwartz, Vice President for Academic Affairs and Provost
419-448-2216 or bschwart@heidelberg.edu

Associate Vice President for Academic Administration, Honors, and Faculty Support
Vicki Ohl
419-448-2086 or vohl@heidelberg.edu

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Jo-Ann Lipford Sanders
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Dean of School of Business and Computer Science
Bruce Murphy
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Dean of School of Communication, Humanities and the Arts
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Dean of School of Natural Sciences and Allied Health Sciences
Bryan Smith
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Director of Academic Planning, Assessment and Institutional Effectiveness

Sarah Luczyk
419-448-2601 or sluczyk@heidelberg.edu

Registrar
Cindy Suter, Registrar
419-448-2091 or csuter@heidelberg.edu

Student Affairs

Dean of Students

Chris Abrams, Dean of Students

419-448-2062 or cabrams@heidelberg.edu

International Affairs and Studies

Julie Arnold, Director of International Affairs and Studies

419-448-2953 or jarnold3@heidelberg.edu

Office of Multicultural Student Affairs

Cherrelle Gardner, Director of Multicultural Student Affairs

419-448-2412, cgardner@heidelberg.edu

Residence Life

Mark Zeno, Assistant Dean of Student Affairs for Campus Life

419-448-2058 or mzeno@heidelberg.edu

Student Activities

Jacqueline Sironen, Director of Student Engagement & HYPE

419-448-2261 or jsironen@heidelberg.edu

Campus Ministry

Paul Sittason Stark, Chaplain, Director of Religious Life and Civic Engagement

419-448-2066 or pstark@heidelberg.edu

Athletics

Matt Palm, Director of Athletics

419-448-2009 or mpalm@heidelberg.edu

Saurwein Health & Wellness

Kayela Tidrick, Director of Wellness and Healthy Living
419-448-2594 or ktidrick@heidelberg.edu

For business matters

Business Officer, Billing Inquiries
Barb Gabel, Business Officer
419-448-2183 or bgabel@heidelberg.edu

Accounts Payable, Payment Requests
Jennifer Jones, Accounts Payable Clerk
419-448-2624 or jjones3@heidelberg.edu

Human Resources
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419-448-2111 or mrudolph@heidelberg.edu

Payroll
Ronda Winkler, Payroll & Benefits Manager
419-448-2181 or rwinkler@heidelberg.edu

Front Desk
Kelly Brueggemeier, Business Office Assistant and Student Payroll
419-448-2314 or kbruegge@heidelberg.edu

Donna Hefner, Business Office Assistant
419-448-2001 or dhefner@heidelberg.edu

For technology and communications issues

Information Technology
The CNIT Help Desk
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Mailroom and Copying
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