



Heidelberg UNIVERSITY

**2017-2018
GRADUATE CATALOG**



Graduate Studies Catalog 2017-2018

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

*Authorized by:
The Ohio Department of Higher Education*

*Accredited by:
The Higher Learning Commission*

**Heidelberg University
Tiffin, Ohio 44883**

GRADUATE STUDIES CALENDAR

► FULL TERM COURSES

Fall 2017All Programs

| | |
|-----------------------------|---------|
| Classes Begin | Aug. 23 |
| Last Date to Add..... | Aug. 30 |
| Last Date to Withdraw | Nov. 3 |
| Classes End..... | Dec. 14 |
| Grades Due..... | Dec. 19 |

Spring 2018

| | |
|--|---------|
| Classes Begin | Jan. 16 |
| Last Date to Add..... | Jan. 23 |
| Last Date to Withdraw | Mar. 23 |
| Classes End..... | May 8 |
| Grades Due for Graduating Students | May 9 |
| Grades Due..... | May 15 |

► 8 WEEK COURSES

Fall 2017, Term 1

| | |
|-----------------------------|----------|
| Classes Begin | Aug. 21 |
| Last Date to Add..... | Aug. 28 |
| Last Date to Withdraw | Sept. 22 |
| Classes End..... | Oct. 13 |
| Grades Due..... | Oct. 17 |

Fall 2017, Term 2

| | |
|-----------------------------|---------|
| Classes Begin | Oct. 16 |
| Last Date to Add..... | Oct. 23 |
| Last Date to Withdraw | Nov. 17 |
| Classes End..... | Dec. 14 |
| Grades Due..... | Dec. 19 |

Spring 2018, Term 1

| | |
|-----------------------------|---------|
| Classes Begin | Jan. 10 |
| Last Date to Add..... | Jan. 18 |
| Last Date to Withdraw | Feb. 16 |
| Classes End..... | Mar. 2 |
| Grades Due..... | Mar. 6 |

Spring 2018, Term 2

| | |
|--|---------|
| Classes Begin | Mar. 12 |
| Last Date to Add..... | Mar. 19 |
| Last Date to Withdraw | Apr. 13 |
| Classes End..... | May 8 |
| Grades Due for Graduating Students | May 9 |
| Grades Due..... | May 15 |

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Heidelberg University Rights

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

Individual Rights

From its founding, Heidelberg University has believed in the dignity of the individual, and it is an affirmative action, equal opportunity institution. Heidelberg does not discriminate on the basis of race, color, sex, gender, gender identity, sexual orientation, religion, national origin, age, or disability in the administration of its admission policies, educational policies and programs, financial aid programs, employment practices and athletic and other school-administered programs and activities.

Family Educational Rights and Privacy Act

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

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

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

THE UNIVERSITY

Heidelberg University is proud of its 167-year history of providing a quality education in the tradition of the liberal arts. That same philosophy is maintained in professional program offerings. Today, academic excellence and a profound student experience stand at the core of the University.

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

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

HISTORY

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

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

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

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

From five students in its first graduating class, Heidelberg has experienced periods of growth and contraction during its long and rich history. Today, Heidelberg offers three undergraduate degrees, four master's degrees and employs more than 200 faculty and staff. Its total enrollment is more than 1,400 students in all programs.

HISTORY OF GRADUATE STUDIES AT HEIDELBERG

Graduate programs began in December 1986 with the Master of Arts in Education. Soon after the Master of Arts in Counseling was approved in November 1988. Ten years from the development of the first graduate program, Heidelberg introduced the third graduate degree, the Master of Business Administration in February 1996. Then in 2008, the creation of the Master of Music Education degree program was approved.

ACCREDITATION AND AFFILIATION

Heidelberg University has continuously been accredited by the Higher Learning Commission since 1913 and was included on the Association's first published list of accredited institutions. The Higher Learning Commission is located at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504 and can be reached at (312) 263-0456, (800) 621-7440 or by fax (312) 263-7462, <http://www.ncahlc.org>. Authorization to grant bachelor and master degrees comes from the Ohio Department of Higher Education.

The University is recognized by the State Department of Education of Ohio and most other states. Information related to Title II compliance is available from the Vice President for Academic Affairs and Provost. The University is an institutional member of the American Association of Colleges for Teacher Education, the Ohio Foundation of Independent Colleges, Inc. (OFIC), the Council for Independent Colleges (CIC), the Association of Independent

Colleges and Universities in Ohio (AICUO), the National Council for State Authorization Reciprocity Agreements, and the College Board.

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

The University's Master of Arts Degree in Counseling is recognized and approved by the Ohio Department of Higher Education and the Ohio Counselor, Social Worker, and Marriage/Family Therapy Board. The Clinical Mental Health Counseling and the School Counseling concentrations are nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), www.cacrep.org, through March 31, 2019. CACREP policy states that accreditation applies to graduates of the program up to twelve (12) months prior to the date the decision was made. The MAC program was accredited in January of 2011, therefore graduates of the MAC program between January 2010 and January 2011 are considered CACREP graduates.

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

The education program at Heidelberg University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the Tiffin campus. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

Mission Statement

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

Vision Statement

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

Statement of Educational Philosophy and Values

Heidelberg University, in the Liberal Arts tradition, educates persons who can act effectively and with integrity in a world of change. It cherishes academic excellence, honors knowledge, encourages original research, and promotes a lifelong commitment to free inquiry.

Heidelberg is dedicated to being a diverse community that challenges students to understand their cultural heritage and the contemporary world, to explore frontiers of knowledge, and to develop powers of mind and spirit. In keeping with its historic affiliation with the United Church of Christ, students, faculty, staff, and the Board of Trustees work together to understand and respect diverse cultures, religions, and lifestyles. Heidelberg University develops individuals with high moral and ethical standards who are productive in their life's work, engaged in their communities, and responsible citizens of the world.

Statement of Institutional Goals

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

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

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

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

CAMPUS FACILITIES AND SERVICES

Heidelberg University is located on a 125-acre main campus with approximately 90 additional surrounding acres in Tiffin (population 20,000), county seat of Seneca County and center of a prosperous agricultural, industrial and business area in northwestern Ohio. The campus is located on the east side of Tiffin on College Hill. Heidelberg's tree-lined campus has large expanses of well-kept lawns and flowering shrubs. Classrooms, laboratories and other buildings are within easy walking distance in the time allotted between classes. Downtown Tiffin is within a half-mile of campus, and the city's churches are conveniently near. The old and new in architecture at Heidelberg blend harmoniously. From the pure Greek Revival lines of Founders Hall and the Victorian Gothic style of University Hall, the architecture moves toward the more modern English Gothic and to the functional style typified by Beeghly Library. In many of the buildings erected since 1907, gray Bloomville limestone, with cut Bedford stone for trim, gives a sense of unity to the various styles. Ten buildings ranging in age from 85 to 160 years are entered in the National Register of Historic Places.

Library Facilities

Beeghly Library and the Instructional Resource Center (IRC) support the education, research, Beeghly Library and the Instructional Resource Center (IRC) support the education, research, and information needs of the Heidelberg University community. In addition to its physical holdings of print and media formats, the library provides extensive access to electronic books, journals, and research databases. Membership in the OPAL and OhioLINK library consortia allows access to the combined collections of 121 Ohio university and college libraries. Services include in-person and virtual reference assistance, access to on-site and off-site information, and library research classes. The library web site provides access to the Library Catalog, research databases, and information on services. Circulation policies for items owned by Beeghly Library and for items borrowed from other OhioLINK and OPAL Libraries are also available on the library website.

The Instructional Resource Center provides materials and equipment, as well as personalized instruction in preparing media projects and use of the equipment. The IRC collection includes a sample school textbook collection, and children's big books.

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

Computer Centers

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

Health Services

The Stoner Health Center provides the Heidelberg campus with a modern facility providing quality medical services. The Stoner Health Center provides a walk-in health clinic, counseling services and disability accommodations. The center is open Monday through Friday from 7:15 a.m. – 4:00 p.m. when classes are in session; except summers.

Disability Services

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

Academic and Career Support

The Owen Center for Academic and Career Support fosters the academic excellence and career development of all Heidelberg students. The Owen Center programs for graduate students include the Writing Center, internship, and full-time job search and support. Graduate Students may also take advantage of annual career fairs and other career-related events throughout the year.

Student Identification Cards

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

Vehicle Registration

All students are required to register all vehicles driven to the Heidelberg Tiffin campus. Vehicle registration is available on OASIS under the student's "Personal Information" menu. There is no charge for vehicle registration for graduate students. Students are expected to park in proper areas. Guidelines are posted in several locations and are available from security.

EXPENSES AND STUDENT AID

TUITION AND FEES

Tuition and fees are payable in the Business Office and are due prior to the beginning of each term. Students that have a past due balance will not be permitted to register for classes for the next term. Tuition and fees apply to Fall 2017 through Summer 2018 while policies and program information start with the Summer 2017 through Spring 2018 academic year.

| | |
|---|--------------------|
| Application Fee (waived if using the online application form) | \$25.00 |
| Course Audit | 75% of sem. charge |
| Graduation Fee | \$105.00 |
| Non-participation Graduation Fee | \$25.00 |
| Late Graduation Application Fee | \$25.00 |
| Lost ID Fee | \$25.00 |

Master of Arts in Counseling

| | |
|--|-------------------------|
| Tuition 2017-2018 | \$525 per credit hour |
| Practicum, Internship (COU 580, 581, 582, 594, 596, 597) | \$25.00 per credit hour |
| Lab Fees/Testing Materials (COU 510, 518, 620) | \$25.00 |

Masters of Arts in Education

| | |
|---|-----------------------|
| Tuition 2017-2018 | \$525 per credit hour |
| Reading Endorsement (Non-refundable after start of class) | \$366 per crouse hour |

Master of Business Administration

| | |
|--|-----------------------|
| Tuition 2017-2018 | \$793 per credit hour |
| Full-time MBA | \$10,094/semester |
| Ivy Software Prerequisite Courses | \$90 per course |
| Ivy Software Fee (subject to change) | \$60 per course |

Master of Music Education

| | |
|------------------------------------|-----------------------|
| Tuition 2017-2018 | \$525 per credit hour |
| Applied Lesson Fee (MUS 525) | \$100 per credit hour |

FINANCIAL AID

FEDERAL LOAN PROGRAMS

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

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

Students must complete a Master Promissory Note (MPN) the first time they borrow at Heidelberg. An Entrance Interview is also required if the student is borrowing for the first time. Both forms can be completed on-line at www.studentloans.gov.

PRIVATE LOAN INFORMATION

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

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

WITHDRAWAL AND RETURN OF TITLE IV FUNDS POLICY

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

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

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

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

SATISFACTORY ACADEMIC PROGRESS (SAP)

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

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

TUITION REIMBURSEMENT

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

GRADUATE STUDIES POLICIES

COURSE AUDIT

A student who wishes to attend a class but who does not wish to receive a grade of credit for the course must consult with the Director of the appropriate program. A student must declare the auditor status in a course by the “Last day to Add Classes.” The degree of class participation acceptable or required shall be determined between the student and the instructor and listed on the Audit Form, which is available in the Office of the Registrar. The completed audit form will remain on file in the Office of the Registrar. The class audited shall be noted on the transcript, and the instructor will award the grade of “AU”, if students fulfill the performance requirements outlined on the audit form, or the grade of “U”, if students fail to meet these requirements. An audited course may not be used to complete degree requirements.

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

COURSE ADD/DROP

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

Course Add

A student is permitted to add a course via OASIS up to five business days after the first day of the term without permission from the instructor and the Director/Dean or designee.

Course Drop

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

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

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

Course Drop/Withdrawing from the University

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

CREDIT HOUR DISTINCTION

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

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

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

Application of Credit Hour Policy

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

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

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

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

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

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

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

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

EXPLAINED ABSENCE POLICY

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

FULL-TIME STATUS

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

GRADING SYSTEM

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

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

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

Repeat Course Grade

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

Incomplete Grade

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

Quality Points

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

Point Average

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

Grade Change/Appeal

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

If a student believes that a final course grade has been assigned in an erroneous, capricious, or discriminatory manner, the student may appeal the grade within the first regular semester following assignment of the final course grade. No grade appeal may be initiated until the Registrar has released the official grade to the student. The complete Student Grade Appeal Policy is located in the Student Handbook.

INDEPENDENT ARRANGEMENT

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

An independent arrangement must be agreeable to the faculty member offering the course, the student, Program Director and Provost. Students will obtain an Independent Arrangement contract in the Graduate Office or online.

INDEPENDENT STUDY

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

INTERNATIONAL APPLICANTS

Heidelberg is authorized under federal law to enroll nonimmigrant alien students. Applicants who are not citizens of the United States must follow the application procedure outlined below. Provisional admission may be granted to applicants pending the receipt of all Admission documents. Heidelberg is authorized to enroll nonimmigrant students.

Application and Admission Requirements

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

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

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

Proof of English Language Proficiency

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

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

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

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

** (Students exempt from English proficiency proof must be from: Anguilla, Antigua & Barbuda, Australia, Bahamas, Barbados, Belize, British Virgin Islands, Canada (except Quebec), Cayman Islands, Dominica, Falkland Islands, Ghana, Gibraltar, Grenada, Guernsey, Guyana, Ireland, Isle of Man, Jamaica, Jersey, Liberia, Montserrat, New Zealand, St. Kitts &

Nevis, St. Lucia, St. Vincent & the Grenadines, Trinidad & Tobago, Turks & Caicos Islands, United Kingdom, United States Territories)

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

Exceptions

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

REGISTRATION

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

READMISSION

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

TRANSCRIPT OF CREDIT

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

DEGREE REQUIREMENTS

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

ACADEMIC STANDING

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

- Achieve a cumulative GPA of at least 3.000 once the student has completed nine credit hours and maintain a cumulative GPA of at least 3.000 for all graduate work completed at Heidelberg University.
- Not have received any grades of F.
- Not have received more than one unattended grade of C.

An “unattended C” means the following:

When a student receives a course grade of C+, C, C-, hereafter designated by C, the student may repeat the course. If the student does so AND receives a course grade of B-, B or better, the C is said to be “attended.” When a student does not repeat a course in which he or she received a C, or, does repeat a course and again received a grade of C, the C is “unattended.” This would mean that the second C would constitute grounds for dismissal from the program. In addition to these standards, the Director of each program will retain some flexibility in determining when a student is not in good academic standing. (See “Evaluation of Graduate Students’ Non-Academic Performance in the Graduate Counseling Program” for the Master of Arts in Counseling and “Evaluation of Student Performance” for the Master of Business Administration). For more information on repeating a course, see the “Repeat Course Grade” policy.

Probation

A student who fails to comply with any conditions of good academic standing at any point in the graduate program can be either put on probation, suspended from the program, or dismissed. When a student is suspended or dismissed from the program, he or she can appeal the action to the Graduate Studies Committee. When a student is put on probation, he or she cannot appeal the action.

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

- The student’s cumulative GPA falls below 3.000 in any given semester once the student has completed nine credit hours.
- The student’s behavior does not meet the standards of the profession as documented by the Program Director or the Vice President for Academic Affairs. (See “Evaluation of Graduate Students’ Non-Academic Performance in the Graduate Counseling Program” for the Master of Arts in Counseling)

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

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

- The student’s GPA must be at an acceptable level.
- There must be an improvement in the student’s professional behavior to an acceptable level as evaluated by the Program Director. (See pages 44–47 for the Master of Arts in Counseling Program’s “Evaluation of Graduate Students’ Non-Academic Performance in the Clinical Counseling Program.”)

Individual Program Directors may impose additional or different restrictions (from those stated above) on students in their programs, including mandatory registration requirements,

limiting the number of hours, or specifying retaking of particular course(s) before continuing the regular sequence. These will be communicated to the student in writing by the Program Director, and a copy will be forwarded to the Registrar, the student's file, and the Provost.

Suspension

The student will face suspension for at least one term or semester if the student has not met the conditions of return to good academic standing by the deadline communicated in the letter from the Program Director.

When the student is suspended from the program, the decision and the conditions to return to good academic standing will be communicated by the Program Director to the student, and a copy will be forwarded to the Registrar, the student's file, and the Provost. While suspended, the student will not be able to enroll in any program coursework at Heidelberg University. The student has the right to appeal to the Graduate Studies Committee.

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

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

Dismissal

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

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

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

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

When the decision is communicated to suspend or dismiss the student from the graduate program, the student has the right to appeal to the Graduate Studies Committee. The student must make this appeal in writing, no later than ten business days after the letter is received, and send by mail or fax to the Provost.

If and when the appeal is granted, conditions for reinstatement in the program (in the case of a suspension) or readmission (in the case of a dismissal) will be outlined in a letter from the Program Director.

Reinstatement

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

GRADUATION/COMMENCEMENT

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

Diplomas are awarded and distributed three times per year, and there is one commencement ceremony in May. Completion deadlines for work are August 25, December 22 and the

Wednesday prior to commencement in May. To qualify for a given deadline, all coursework including assignments and exams must be completed by these deadlines either at Heidelberg University or with special permission at another institution.

Coursework taken off-campus must arrive as an official transcript sent directly from the institution by September 15, January 15 and May 30 respectively.

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

A student who is within 12 graduate semester hours of fulfilling all requirements for graduation (has registered for such credits during the Summer Semester and been audited by the Registrar) by the Friday of the week prior to the May Commencement, then he/she may participate in Commencement as a summer graduate. This 12 semester hour limit includes any grades of PR or incompletes. Students may only participate in one commencement. All financial obligations to the University must have been met to participate and for receiving diplomas.

TRANSIENT STUDENT PERMISSION

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

MASTER OF ARTS IN COUNSELING PROGRAM

MISSION STATEMENT

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

CHARACTERISTICS

The Heidelberg University Master of Arts in Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through March 31, 2019. It is approved by the Ohio Counselor Social Worker and Marriage/Family Therapy Board (OCSWMFT) through March 31, 2019. Additionally, the school concentration meets the Department of Higher Education Chancellor's requirement and the State Board of Education's standards leading to the school counselor license until the spring 2022 review cycle. This program is designed to meet the academic requirements for those students who are seeking licensure as a Licensed Professional Counselor (LPC), Licensed Professional Clinical Counselor (LPCC), or a Licensed Professional School Counselor (LPSC) primarily in the state of Ohio. Requirements for licensure eligibility vary slightly from state to state. Please check with the appropriate licensing body in the state where you intend to practice to verify that the coursework and field placement requirements of the MAC program will meet the eligibility criteria for the state credentials you seek.

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

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

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

PROGRAM OBJECTIVES

The MAC Program will:

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

MAC STUDENT HANDBOOK

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

PROGRAM CONCENTRATIONS

SCHOOL COUNSELING CONCENTRATION

The School Counseling concentration is designed to meet the academic and field experience requirements for those students who are seeking licensure as a Licensed Professional School Counselor (LPSC) in the state of Ohio. The major purpose of the Heidelberg University school counselor concentration is to develop in students the knowledge, skills, and attitudes needed to provide appropriate counseling services within the school setting. To qualify for licensure as a Licensed Professional School Counselor with the Ohio Department of Education, candidates must have completed at least 48 semester hours of coursework, including 100 hours of Practicum field experience and 600 hours of Internship field experience in a school setting and must successfully pass the Ohio Assessment for Educators (OAE) School Counselor exam #040.

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

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

CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION

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

The clinical mental health counseling concentration is a 60 semester major inclusive of 100-hour Practicum and 600-hour Internship field experiences. The 60 semester hours include a minimum of 20 semester hours of clinical endorsement coursework with at least one course in each of the following five clinical areas: (1) clinical psychopathology, personality, and abnormal behavior; (2) evaluation of mental and emotional disorders; (3) diagnosis of mental and emotional disorders; (4) methods of intervention and prevention of mental and emotional disorders; (5) treatment of mental and emotional disorders.

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

LICENSE ENDORSEMENT-ONLY OPTIONS

SCHOOL COUNSELING ENDORSEMENT FOR LICENSURE

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

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

CLINICAL MENTAL HEALTH COUNSELING ENDORSEMENT FOR LICENSURE

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

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

POST MASTERS SCHOOL COUNSELING ENDORSEMENT (PSCLE) PROGRAM

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

The MAC Program Director will review the student's application and make a determination related to their Endorsement Plan of Study. These students will finish their coursework for the endorsement program as non-degree seeking students. Upon finishing their courses and passing the (OAE #040) examination, they will be recommended to the Ohio Department of Education for licensure as a school counselor. Requirements for admission into this program and additional information can be found in the MAC Student Handbook available online.

APPLICATION AND ADMISSION REQUIREMENTS FOR DEGREE SEEKING STUDENTS

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

STEPS FOR COMPLETING THE MASTER OF ARTS IN COUNSELING DEGREE

Step 1. Requirements to Enter MAC Program

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

1. The completed Graduate Studies Application for Admission. (\$25.00 fee waived if completed online.)
2. Transcripts will be accepted from a college or university accredited by the North Central Association of Colleges and Schools Higher Learning Commission or other regional accrediting commissions which have been recognized by the Council on Higher Education Accreditation (CHEA). Official (sealed) transcripts sent directly from all previously attended colleges or universities. Applicants must have:
 - a. Earned a Bachelor's degree.
 - b. A minimum cumulative GPA of a 2.9 or higher on a 4.0 scale.
 - * If an applicant does not have a minimum undergraduate GPA of 2.9 on a 4.0 scale, they **must** take *COU 500: Introduction to the Graduate Experience* during the first semester and receive a grade of B- or better. During this semester, the Conditional Admit is not allowed to take more than 9 hours (including COU 500).
 - c. International applicants must complete the above requirements in addition to the International applicant requirements explained in the Graduate Catalog.
3. Transcripts will be accepted from a college or university accredited by the North Central Association of Colleges and Schools Higher Learning Commission or other regional accrediting commissions which have been recognized by the Council on Higher Education Accreditation (CHEA). Official (sealed) transcripts sent directly from all colleges or universities where Master's level work has been in progress and/or

completed.

4. Heidelberg University offers a rolling admission system in which students may enroll in fall, spring, or summer semesters. Students who wish to begin taking classes during the spring or summer semesters are required to complete an Online version of the New Student Orientation prior to registration eligibility. All students are also required to attend the on campus New Student Orientation held prior to the fall semester. Verification of completion of the Online New Student Orientation is required prior to class registration.
5. Completion of at least the equivalent of twelve semester hours in the behavioral sciences from an accredited institution. The hours completed in behavioral sciences should include a minimal understanding of research/quantitative methods and abnormal behavior.
 - a. In cases where the applicant is judged to be deficient in the behavioral sciences, he/she may be required to successfully complete appropriate undergraduate courses without graduate credit before admission on a regular status is granted.
6. Upon receipt/completion of items 1 through 5 above, Conditional Admits may enroll in any of the Foundation courses (COU 503, 505, 506, and/or 509), not to exceed 9 semester hours, while completing the admission process.

Step 2: Requirements for Admission into the MAC Program

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

1. Receipt of all materials from Step 1. – Requirements to Enter MAC Program.
2. Attendance at a New Student Orientation held once a year in the fall. Conditional Admits must register for *COU 501 Orientation Workshop*. This course is a transcribed 0 credit hour requirement in which Conditional Admits are oriented to the stipulations of the graduate counseling program. Specific details of this Orientation are described on the next page.
3. Successful completion of no more than 9 hours of the Foundation courses.
4. Three letters of recommendation to be written on forms supplied by the MAC program. The letters must be from professional or academic persons knowledgeable of the Conditional Admits' professional experiences, dispositions, and aware that applicant is seeking a counseling degree.
5. Two-three page statement of professional goals with biographical information that includes reasons for wanting to enter the program and a statement of personal strengths and weaknesses.
6. Submission of an Ohio Bureau of Criminal Identification background check (BCI) and an FBI background check, sometimes referred to as a BCI&I. Background check information is valid for one year, or 365 days, from the date that the background check was completed.
 - a. In the event that the applicant has been convicted of a criminal offense (other than a minor traffic violation), the University will require a separate explanation of circumstances. The Program Director reserves the right to make the final decision with regard to acceptance in the Master of Arts in Counseling Program, and also reserves the right to depart from and/or supplement the admission criteria based upon the best interests of Heidelberg University.
7. Maintenance of Good Academic Standing as defined in the *Graduate Catalog*.
8. Interview with the MAC Graduate Admissions Committee who will make a recommendation for final admission to the Program Director. Following this interview, the Conditional Admit will receive a written decision regarding their admission status. Conditional Admits accepted into the MAC Program are reclassified as a Full Admit meaning they are a candidate to the MAC degree program. Candidates are then assigned an academic advisor. (*Throughout this catalog, the terms "full admits" and "MAC candidate" are used interchangeably*).
9. All MAC candidates will be held to the catalog requirements in effect at the time first enrolled in coursework in their graduate program. Revisions to course prerequisites apply to all candidates regardless of the catalog of admission.

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

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

Step 3: Requirements for Admission to Practicum

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

School Concentration Requirements: COU 594 – Practicum in School Counseling

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

1. Successful completion of COU 519 and COU 522

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

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

1. Successful completion of COU 609

Step 4: Requirements for Admission to Internship

Guidelines for all field placements are outlined in the Heidelberg University, *Graduate Catalog* under Standards of Practice as well as in the Graduate Studies in Counseling *Field Experience Handbook* both available in hardcopy and on the University's website. The internship is designed as a capstone experience providing candidates an opportunity to receive on-the-job training and experience in an approved environment under the supervision of a certified or licensed professional. In accordance with CACREP Standards and licensing agencies, all MAC candidates and Non-degree-seeking Post Master School Counselor Licensure Endorsement Program (PSCLE) candidates are required to complete a 600 hour internship. MAC licensure endorsement only candidates are required to complete 1200 hour internship (600 in school and 600 in clinical). Candidates are required to spread their 600 hours into equal installments of a maximum of 300 hours each over two semesters: COU 596: Internship in School Counseling I and COU 597: Internship in School Counseling II or COU 581: Internship in Clinical Counseling I and COU 582: Internship in Clinical Counseling II. All information pertaining to field experiences are coordinated by the MAC Clinical Director.

COU 581: Internship in Clinical Counseling I

Internship I allows for the initial accumulation of a total of 300 clock hours. It may be taken for 1-3 variable hours up to three times. MAC candidates are not eligible to begin clinical internship I until the following requirement has been met:

1. Successful completion of COU 580

COU 582: Internship in Clinical Counseling II

Internship II allows for the completion of a total of 300 clock hours. It may be taken for 1-3 variable hours up to three times. MAC candidates are not eligible to begin clinical internship II until the following requirements have been met:

1. Successful completion of COU 581

COU 596: Internship in School Counseling I

Internship I allows for the initial accumulation of a total of 300 clock hours. It may be

taken for 1-3 variable hours up to three times. MAC candidates are not eligible to begin school internship I until the following requirement has been met:

1. Successful completion of COU 594

COU 597: Internship in School Counseling II

Internship II allows for the completion of a total of 300 clock hours. It may be taken for 1-3 variable hours up to three times. MAC candidates are not eligible to begin school internship II until the following requirements have been met:

1. Successful completion of COU 596

Clinical Mental Health and/or School Licensure Endorsement only candidates must satisfy internship requirements in both school and clinical counseling.

Step 5: Requirements for Graduation

In order to be recommended for graduation, candidates must:

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

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

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

Step 6: Requirements for State Licensure

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

School Counseling Licensure:

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

Clinical Counseling Licensure:

The Ohio Counselor, Social Worker and Marriage & Family Therapy Board (OCSWMFT)

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

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

- a 100 hour practicum
- 600 hours of internship in no less than two terms
- a total of no less than 60 semester hours of courses
- At least 20 semester hours of Clinical Content Coursework (COU 600 level courses) with at least one course in each of the five Clinical Content Areas.
- Successful completion of the NCE
- Official final transcripts with degree conferred.
- Upon completion of the candidate's file with the OCSWMFT, a provisional license will be issued (typically within 10 business days).

CLINICAL MENTAL HEALTH AND SCHOOL COUNSELING LICENSURE- ONLY ENDORSEMENT:

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

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

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

ADMISSION AS A “COURSEWORK ONLY” STUDENT

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

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

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

MAXIMUM COURSE LOAD

The maximum course load for a Graduate Counseling student is twelve semester hours in a spring or fall semester, or six semester hours in an eight-week or summer session. A student

may petition the Program Director to take additional hours during the regular academic year.

The Director's decision will be based on a combination of factors such as advice from the student's advisor, past grade history and past record of academic performance.

TIME LIMITATIONS

Students have a maximum of 6 calendar years from the date of the first course taken toward their graduate degree to complete the MAC program. If the program is not completed within 6 calendar years from the date of the first course taken toward the MAC degree, the student will lose credit for coursework and/or transfer credit and be required to repeat the outdated course(s). A student whose coursework falls beyond the above time limit, may petition the Program Director for special circumstances extension.

TRANSFER CREDIT

Heidelberg University will accept up to 12 hours of graduate transfer credit towards the Master of Arts in Counseling degree. For students who already possess a Master's Degree and wish to complete the Clinical Mental Health Counseling concentration, a maximum of 30 hours of counseling related coursework, or the School Counseling Licensure concentrations, a maximum of 24 hours of counseling related coursework may be transferred. One half of all coursework must be completed at Heidelberg's main campus. Transfer coursework affects how much time students have to complete their graduate degree. Several factors should be noted concerning transfer credit/ Heidelberg university coursework:

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

EVALUATION OF GRADUATE STUDENTS' NON-ACADEMIC PERFORMANCE IN THE GRADUATE COUNSELING PROGRAM

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

We also have an obligation to maintain professional standards, which require regular and ongoing evaluation of all students in accordance with the Code of Ethics and Standards of Practice of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). Through ongoing evaluation and appraisal, graduate faculty are aware of the academic and personal limitations of students/supervisees that might impede performance.

Graduate faculty assist students/supervisees in securing remedial assistance when needed and must dismiss from the training program students/supervisees who are unable to provide competent services due to academic or personal limitations. Graduate faculty seek professional consultation and documents their decisions to dismiss or refer their students/supervisees for assistance.

Graduate faculty assure that students have recourse to address decisions made to require them to seek assistance or to dismiss them (ACA Ethics Code). At the end of each semester, faculty instructors will evaluate each student in their classes.

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

Specifically:

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

All faculty members will review the progress of all students each semester. Students who fail to make satisfactory progress, evidence signs of impairment, or engage in inappropriate behavior face the possibility of dismissal from the program. Students will be reviewed based upon the characteristics listed on the Personal Characteristics Review Form. Student forms are discussed on a semester basis among the full faculty at a Student Review Committee Meeting. If a student's cooperative, comprehensive, or professional disposition categories are found lacking as rated on the scale as 2 or below, the following process will be followed:

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

Recommendations may also include any of the following:

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

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

Heidelberg University - Graduate Counseling Program

Personal Characteristics Review Form

Course Number/Title: _____ Semester/Year: _____

Student Name: _____

Instructor Signature: _____ Date: _____

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

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

Cooperative Disposition: **1 2 3 4 5**

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

Comments:

Comprehensive Disposition: **1 2 3 4 5**

(Effectively demonstrates respect, empathy, openness, flexibility, and positive attitude)

Comments:

Professional Disposition: **1 2 3 4 5**

(Follows codes of ethics, demonstrates respect, promotes excellence in self and others, and demonstrates multicultural competence)

Comments:

TOTAL_____/15

MASTER OF ARTS IN COUNSELING CURRICULUM

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

CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION

Foundation Courses (Must be taken as first three courses) Semester Hours

| | |
|--|---|
| COU 503 Human Growth and Development..... | 3 |
| COU 505 Techniques in Counseling..... | 4 |
| COU 509 Philosophy and History of Counseling | 2 |

Core Courses

| | |
|--|---|
| COU 504 Theories of Counseling & Advanced Techniques..... | 4 |
| COU 508 Group Processes in Counseling | 3 |
| COU 510 Assessment and Appraisal | 3 |
| COU 511 Applied Research and Quantitative Methods | 3 |
| COU 512 Clinical Mental Health & Agency Counseling..... | 3 |
| COU 532 Professional Issues in Counseling: Legal and Ethical | 3 |
| COU 537 Social Foundations in Cross-Cultural Counseling | 3 |

Required Courses and Field Experience

| | |
|---|---|
| COU 580 Practicum in Clinical Counseling | 3 |
| COU 581 Internship in Clinical Counseling I..... | 3 |
| COU 582 Internship in Clinical Counseling II..... | 3 |
| Area 1 Course | |
| COU 610 Psychopathology, Personality & Abnormal Behavior .. | 4 |
| Area 2 Course | |
| COU 620 Evaluation of Mental & Emotional Status..... | 4 |
| Area 3 Course | |
| COU 609 Diagnosis of Mental & Emotional Disorders | 4 |
| Area 4 Course | |
| COU 636 Marital & Family Counseling, or COU 637 | |
| Chemical Dependency & Substance Abuse, or COU 639 | |
| Psychopharmacology for Counselors, or COU 640 Clinical | |
| Seminar in Methods of Intervention & Prevention | 4 |
| Area 5 Course | |
| COU 641 Treatment of Mental and Emotional Disorders..... | 4 |

To qualify to take the NCE examination, candidates must have at least 20 semester hours of clinical coursework including at least one course in each of the following 5 clinical areas: (1) clinical psychopathology, personality, and abnormal behavior; (2) evaluation of mental and emotional disorders; (3) diagnosis of mental and emotional disorders; (4) methods of intervention and prevention of mental and emotional disorders and (5) treatment of mental and emotional disorders.

SCHOOL COUNSELING CONCENTRATION

Foundation Courses (Must be taken as first three courses) Semester Hours

| | |
|--|---|
| COU 503 Human Growth and Development..... | 3 |
| COU 505 Techniques in Counseling..... | 4 |
| COU 509 Philosophy and History of Counseling | 2 |

Core Courses

| | |
|--|---|
| COU 504 Theories of Counseling & Advanced Techniques..... | 4 |
| COU 508 Group Processes in Counseling | 3 |
| COU 510 Assessment and Appraisal | 3 |
| COU 511 Applied Research and Quantitative Methods | 3 |
| COU 532 Professional Issues in Counseling: Legal and Ethical | 3 |
| COU 537 Social Foundations in Cross-Cultural Counseling | 3 |
| COU 641 Counseling Issues in a Global Society | 4 |

Required Courses and Field Experience

| | |
|--|---|
| COU 519 Organization and Administration of School Guidance ... | 3 |
| COU 521 Counseling Youth at Risk | 3 |
| COU 522 Counseling Children and Adolescents. | 3 |
| COU 594 Practicum in School Counseling..... | 3 |
| COU 596 Internship in School Counseling I..... | 3 |
| COU 597 Internship in School Counseling II..... | 3 |

CLINICAL MENTAL HEALTH OR SCHOOL LICENSURE-ONLY ENDORSEMENT

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

CLINICAL MENTAL HEALTH COUNSELING ENDORSEMENT

| Required Courses..... | Semester Hours |
|---|----------------|
| COU 512 Clinical Mental Health & Agency Counseling | 3 |
| COU 580 Practicum in Clinical Counseling | 3 |
| COU 581 Internship in Clinical Counseling I..... | 3 |
| COU 582 Internship in Clinical Counseling II..... | 3 |
| Area 1 Course | |
| COU 610 Psychopathology, Personality & Abnormal Behavior .. | 4 |
| Area 2 Course | |
| COU 620 Evaluation of Mental & Emotional Status..... | 4 |
| Area 3 Course | |
| COU 609 Diagnosis of Mental & Emotional Disorders | 4 |
| Area 4 Course | |
| COU 636 Marital & Family Counseling, or COU 637 | |
| Chemical Dependency & Substance Abuse, or COU 639 | |
| Psychopharmacology for Counselors | 4 |
| Area 5 Course | |
| COU 641 Treatment of Mental and Emotional Disorders..... | 4 |

SCHOOL COUNSELING ENDORSEMENT

| Required Courses..... | Semester Hours |
|--|----------------|
| COU 519 Organization and Administration of School Guidance ... | 3 |
| COU 521 Counseling Youth at Risk | 3 |
| COU 522 Counseling Children and Adolescents | 3 |
| COU 594 Practicum in School Counseling, or COU 580 | |
| Practicum in Clinical Counseling | 3 |
| COU 596 Internship in School Counseling I..... | 3 |
| COU 597 Internship in School Counseling II..... | 3 |
| COU 641 Counseling Issues in a Global Society | 4 |

FIELD EXPERIENCE: PRACTICUM AND INTERNSHIP

The purpose of the field experience is to allow counseling students to apply basic knowledge, skills, and professional values to actual practice settings specific to the emphasis of their program of study. Practicum and internship students ground their work in theory and discuss their work accordingly. The on-site field experience provides an opportunity to integrate theory and practice. The field experience is a reciprocal arrangement: counseling students exchange their work in return for on-the-job training and experience in the field. The end result ultimately is the promotion of professional development, integration of skills, theoretical knowledge, and the reinforcement of competence. The program is designed to reinforce in the counseling student a sense of professional identity. The field placement setting; the interaction of staff, clients, and students; the realities and responsibilities of the helping process; and the conscious application of ethical principles combine to promote the personal knowledge and commitment to enter the field of counseling.

All students in the Master of Arts in Counseling Program are required to complete a 100 hour Practicum (3 Sem. hrs.) In addition, all students complete at least two terms of Internship for

a total of 600 hours (3 Sem. hrs. of Internship I and 3 Sem. hrs. of Internship II). The program is designed to allow students the flexibility to complete internships I and II in as few as two terms or as many as four terms by enrolling in 1 to 3 semester hours per term.

Standards of Practice:

Practicum and Internship in Clinical Mental Health Counseling

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

For both the Practicum and Internship, students are required to obtain professional liability insurance and verify updated BCI status prior to participating in their field experiences. This liability insurance can be obtained through membership in a variety of professional organizations including the American Counseling Association (ACA) and American Mental Health Counseling Association (AMHCA).

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

COU 580 – Practicum and COU 581, 582 – Internship I and II Eligibility To be eligible for Practicum or Internships, students must complete all requirements as indicated in the Graduate Catalog. Specific and detailed information is provided in the Guide to the MAC Field Experience handbook located on the MAC website. Additionally hard copies are also available in the Graduate Office. In short, the following procedures must be followed to be eligible for practicum or internship:

1. Students must have their practicum and internship sites/plans pre-approved by the Clinical Director one semester prior to registration. Students should locate a practicum and internship site that reflects their career goals, and they should interview as well as be interviewed by agency personnel to make sure that the site and the site supervisor can provide the type of experience determined by CACREP and Heidelberg University's Graduate Studies in Counseling Program. Samples of interview questions are provided on our website. While you are asked to make an initial contact with a possible on-site supervisor to discuss the suitability of the site, all potential sites are subject to approval by the Heidelberg Graduate Counseling department. Students should approach a prospective site as though it were a prospective employer conduct themselves as if seeking employment and being interviewed for a job. Agency personnel have the ultimate authority to approve or disapprove of your placement with their organization.
2. The Petition for Practicum/Internship Form must be completed by the student, signed by the proposed site supervisor, and submitted with supporting documentation to the Graduate Administrative Assistant by the posted deadlines of the semester prior to enrollment. Petition forms are available in the Field Handbook, the MAC office, or via the website. Students must submit a new petition for each term of the practicum/internship sequence. Additionally, for students with more than one site, a separate Petition form must be submitted for each site.
3. Students must provide proof of current liability insurance and documentation of active supervisor's Ohio license/certification must also be included in the Petition packet. Upon approval of the petition, students are notified and provided instructions on how to

proceed and register for their course. Students cannot register for COU 580, COU 581, or COU 582 without prior authorization.

Clinical Mental Health Counseling Practicum and Internship Content

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

Supervision

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

1. For Practicum, 100 contact hours are required. A minimum of 40 of these clock hours must be direct face-to-face counseling service with clients conducting individual, couples, family, or group counseling. Direct service is defined as time spent working with clients. Direct hours are hours completed within an agency setting under the direct supervision of an approved site supervisor.
2. For Internship, 600 total contact hours are required to occur in a clinical counseling setting. A minimum of 240 of these clock hours need to be direct counseling service with clients conducting individual, couples, family, or group counseling. Direct service is defined as time spent working with clients. Direct hours are hours completed within an agency setting under the direct supervision of an approved site supervisor.
3. A minimum of one hour per week of individual supervision with the on-site supervisor.
4. A minimum of one and one-half hours per week of group supervision on campus in a classroom setting that may be applied towards indirect hours of Practicum and/or Internship hours.
5. Opportunities for students to become more familiar with myriad roles and activities for which professional counselors are responsible; present formal case studies, discuss case conceptualization issues, understand mental health agency culture, and various agency-based meetings. Students will have the opportunity to interact with other agency professionals and fully understand the ethical implications of professional counseling.
6. Formal evaluations of student's performance during the Practicum and Internship will be performed by the site supervisor and the program faculty member throughout the field experiences; students will be apprised of these evaluations.

Accumulation of Internship Hours

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

Site Supervision: Clinical Mental Health Counseling Practicum/Internship

A site supervisor must meet the following criteria:

1. A minimum of a Masters degree in counseling or a related profession with equivalent qualifications, including current license in the state of Ohio as a Licensed Professional Clinical Counselor with Supervision Endorsement (LPCC-S),
2. A minimum of two years of clinical counseling experience, and
3. Knowledge of the Program's expectations, requirements, and evaluation procedures.

Site Selection: Ethical and Legal Implications

1. Students who wish to select their place of employment as a possible Practicum or Internship site are required to set up an appointment with the Clinical Director to discuss plans to avoid dual relationship issues. 2. Students who are employed by the agency they will use as a field placement site may not use their employment hours to fulfill requirements for Practicum and Internship. After a discussion with the Clinical Director, a supplemental contract will be established, to be signed by the site supervisor, to clearly designate when and what hours may be applied to their Practicum or Internship hours.
2. Any other special circumstances should be discussed with the Graduate Counseling Clinical Director.

Standards of Practice:

Practicum and Internship in School Counseling

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

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

COU 594 – Practicum and COU 596, 597 – Internship I and II Eligibility: To be eligible for Practicum or Internships in the school counseling concentration, students must complete all requirements as indicated in the Graduate Catalog. Specific and detailed information is provided in the Policies and Procedures Manual for Practicum and Internships located on the MAC website. Additionally hard copies are also available in the Graduate Office. In short, the following procedures must be followed to be eligible for practicum or internship:

1. Students must have their practicum and internship sites/plans pre-approved by the Clinical Director one semester prior to registration. Students should locate a practicum and internship site that reflects their career goals and they should interview as well as be interviewed by school personnel to make sure that the site and the site supervisor can provide the type of experience determined by CACREP and Heidelberg University's Graduate Studies in Counseling Program. **Note: As students are applying for K-12 licensure as professional school counselors, they will be required to gain field experience across educational levels. See the Field Experience Handbook for details. Samples of interview questions are provided on our website. While you are asked to make an initial contact with a possible on-site supervisor to discuss the suitability of the site, all potential sites are subject to approval by the Heidelberg Graduate Counseling department. Students should approach a prospective site as though it were a prospective employer conduct themselves as if seeking employment and being interviewed for a job. School personnel have the ultimate authority to approve or disapprove of your placement with their organization.
2. The Petition for Practicum/Internship Form must be completed by the student, signed by the proposed site supervisor, and submitted by the posted deadlines of the semester prior to enrollment. Petition forms are available in the Field Handbook, the MAC office, or via the website. Students must submit a new petition for each term of in the practicum/internship sequence. Additionally, for students with more than one site, a separate Petition form must be submitted for each site. Students are discouraged from taking field experience at a site where they are currently employed, particularly as a teacher or support personnel. Students should consult with their academic advisor

before applying to such sites.

3. Students must provide proof of current liability insurance and documentation of active supervisor's Ohio license/certification must also be included in the Petition packet. Upon approval of the petition, students are notified and provided instructions on how to proceed and register for their course. Students cannot register for COU 594, COU 596, or COU 597 without prior authorization.

School Counseling Practicum and Internship Content

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

Supervision

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

1. For Practicum, 100 contact hours are required. A minimum of 40 of these clock hours need to be direct face-to-face counseling service with students, parents, or consultation with teachers relative to a student concern. Direct service is defined as time spent working with students. Direct hours are hours completed within a school setting under the direct supervision of an approved site supervisor.
2. For Internship, 600 total contact hours are required to occur in a school counseling setting. A minimum of 240 of these clock hours need to be direct counseling service with students, parents, or consultation with teachers relative to a student concern. Direct service is defined as face-to-face time spent working with clients. Direct hours are hours completed within a school setting under the direct supervision of an approved site supervisor.
3. A minimum of one hour per week of individual supervision with the on-site supervisor.
4. A minimum of one and one-half hours per week of group supervision on campus in a classroom setting that may be applied towards indirect hours of Practicum and/or Internship hours.
5. Opportunities for students to become more familiar with myriad roles and activities for which school counselors are responsible; present formal case studies, discuss case conceptualization issues, understand school culture, and various school-based meetings. Students will have the opportunity to interact with other school professionals, understand the organization and development of a school guidance program in their specific area of interest, and fully understand the ethical implications of professional school counseling.
6. Formal evaluations of student's performance during the Practicum and Internship will be performed by the site supervisor and the program faculty member throughout the field experiences; students will be apprised of these evaluations.

Accumulation of Internship Hours

While it may be possible to accumulate more than 300 hours in Internship I, only 300 hours will be applied to Internship I and II, respectively. Hours accumulated beyond the 300 hour minimum required will not carry over into Internship II, but additional hours should be viewed as invaluable added experience. Once students have completed all of their hours for the term, they are still required to complete the course by attending class and participating in activities outlined in the syllabus.

Site Supervision: School Practicum/Internship

A site supervisor must meet the following criteria:

1. A minimum of a Masters degree in counseling or a related profession with equivalent qualifications, including current license/certification in the state of Ohio,

2. A minimum of two years of school counseling experience, and
3. Knowledge of the Program's expectations, requirements, and evaluation procedures.

Site Selection: Ethical and Legal Implications

1. Teachers who wish to select their home school as a possible Practicum or Internship site are required to set up an appointment with the Clinical Director to avoid dual relationship issues.
2. Students who are employed by outside agencies and assigned to schools may not use their employment hours to fulfill requirements for Practicum and Internship. After a discussion with the Clinical Director, a supplemental contract will be established, to be signed by the site supervisor, to clearly designate when and what hours may be applied to their Practicum or Internship hours.
3. Any other special circumstances should be discussed with the Graduate Counseling Clinical Director.

HONOR SOCIETY

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

COUNSELING COURSE DESCRIPTIONS

COU 500. INTRODUCTION TO THE GRADUATE EXPERIENCE (2 sem. hrs.) This class is an exploration and examination of the graduate school experience. Intended for students pending formal admission into the Graduate Studies in Counseling program, it will focus on issues that are pertinent to the professional field of counseling. Particular emphasis will be placed on writing practices appropriate for the graduate level. This course is designed to develop and enhance critical thinking skills necessary to be successful in a graduate counseling program. Particular emphasis will be placed on writing in APA style. This course will not satisfy any degree requirements. (Fall, summer, spring)

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

COU 503. HUMAN GROWTH AND DEVELOPMENT (3 sem. hrs.) Study of physiological, familial, cultural and societal factors affecting the psychological development of the individual. Development of knowledge, skills, and attitudes needed for modifying instruction, curriculum and counseling techniques to accommodate variability in intelligence, personality, cultural background, learning style and cognitive levels. Normal and abnormal development and behavior will be examined within the context of learning theory and personality theory. (Must be taken as one of first three courses.) (Fall, spring, summer)

COU 504: THEORIES OF COUNSELING AND ADVANCED TECHNIQUES (4 sem. hrs.) This course is designed to provide students with foundations, contextual dimensions, and analysis of current counseling theories and advanced techniques with opportunities for demonstration and evaluation of each student's counseling skills. Students will learn theories of interpersonal, addictions, and career counseling within a multicultural context. This course is designed to help students learn major theoretical systems of counseling and psychotherapy, with an emphasis on how clients in therapy change and how to conceptualize clients' presenting concerns from theoretical points of view and approaches to develop integrative intervention strategies for dealing with psychological, emotional, career, relationship and adjustment concerns across the lifespan within a diverse population. Focus will be placed on the practice of advanced theory-oriented techniques. (Fall and spring)

COU 505. TECHNIQUES OF COUNSELING (4 sem. hrs.) The focus of this course will be the integration of counseling theory into practice. Students will be introduced to techniques, skills, and interventions of counseling applied to a variety of human problems. Using a seminar format inclusive of didactic and experiential learning, students will learn essential interviewing and counseling skills/techniques necessary to become effective counselors within a multicultural society. Students will also begin the

process of developing a personal philosophy of counseling. Students will receive instruction on the development of a therapeutic relationship, establishment of appropriate counseling goals, intervention strategies design, client outcomes evaluation, and appropriate termination of the counselor-client relationship. A significant portion of the course uses simulated counseling experiences in the Counseling Laboratory where students are videotaped, observed and given supervision. Course MUST be taken as one of the first three courses. (Fall and spring)

COU 506. THEORIES OF COUNSELING (3 sem. hrs.) This course is designed to provide students with knowledge and experiences in counseling and helping skills with an emphasis on counseling and psychotherapy theory and skills. The intent of the course is to provide counseling students with a thorough understanding of the major theories of counseling, as well as multicultural-oriented theories of practice. The course will look at both strengths and weaknesses of various theories and suggest approaches to develop eclectic intervention strategies for dealing with psychological, emotional, relationship, and adjustment problems within a diverse population. (Must be taken as one of the first four courses) (Fall and spring) **Note: phased out effective fall 2016, applicable for admits under 2015-2016 Graduate Catalog and earlier)

COU 508. GROUP PROCESSES IN COUNSELING (3 sem. hrs.) Study of the psychological dynamics of small groups, including the stages of group development and variables which affect leader effectiveness; practice with a variety of active group techniques. Emphasis on the development of effective counseling practices in a variety of small group settings. (Prerequisites: COU 505, 504 or 506, 509) (Fall, spring, summer)

COU 509. PHILOSOPHY AND HISTORY OF COUNSELING (2 sem. hrs.) This introductory course will provide an orientation to counseling as a profession inclusive of the specialties of professional counseling (e.g., school, career, college, mental health, etc). Discussions will include the history, roles, organizational structures, professional ethics, laws, standards, accreditation, and credentialing methods distinguishing professional counseling. Additionally, students will survey a variety of counseling associations, review current problems confronting counselors and the profession of counseling specifically outlined in counseling literature. An overview of the requirements of Heidelberg University's master of counseling program is also presented. (Must be taken during the first term) (Fall, spring, summer)

COU 510. ASSESSMENT AND APPRAISAL (3 sem. hrs.) Development of knowledge and skills needed for effective client appraisal. Emphasis is on learning how to gather data and make interpretations of individuals, groups, and case studies. Emphasis will be on sensitizing the student to individual differences in gender, culture, ethnicity, and environmental factors that affect test results. (Prerequisites: COU 503, 505, 504 or 506, 509) (Fall and summer)

COU 511. APPLIED RESEARCH AND QUANTITATIVE METHODS (3 sem. hrs.) Development of knowledge and skills needed to conduct research and evaluation studies of applied social science problems; emphasis on measurement, research designs and strategies, descriptive and inferential statistical analysis and computer applications. (Prerequisites: COU 503, 505, 504 or 506, 509) (Fall and summer)

COU 512. CLINICAL MENTAL HEALTH AND AGENCY COUNSELING (3 sem. hrs.) This introductory class is designed to meet the specific standards for clinical mental health counselors as suggested by the Council for Accreditation of Counseling Related Educational Programs. This class will provide an overview of community agency and clinical mental health counseling, addressing such issues as the foundations of community counseling, the role of the counselor in providing clinical mental health counseling and community counseling, prevention, outreach, systemic issues, multicultural issues, trauma, emergency preparedness, professional and client advocacy and social change, and service delivery programs. Effective dimensions of assessment, treatment, and diagnoses will be presented. The importance of ethical, legal issues and consultation in community agencies will also be discussed.

COU 518. CAREER PLANNING AND VOCATIONAL GUIDANCE (3 sem. hrs.) Development of knowledge and skills to facilitate career exploration, vocational planning, and decision-making processes of students and clients; emphasis on vocational appraisal, as well as on occupational information and referral. The relationship between career choice and lifestyle preferences will be examined. (Prerequisites: COU 503, 504 or 506, 509) (Fall, spring, summer) **Note: phased out effective fall 2016, applicable for admits under 2015-2016 Graduate Catalog and earlier)

COU 519. ORGANIZATION AND ADMINISTRATION OF SCHOOL COUNSELING PROGRAM (3 sem. hrs.) This course will provide an understanding of the organization and administration of a developmental comprehensive school counseling program; grades K-12. Attention will be given to role of the school counselor, the three domains of counseling, and the corresponding student competencies. (Prerequisites: COU 503, 505, 504 or 506, 509) (Fall, summer)

COU 520. ELEMENTARY AND MIDDLE SCHOOL COUNSELING (3 sem. hrs.) This course is designed with a seminar/discussion focus where students will be exposed to the varied roles, duties, issues, and programs implemented by elementary and middle school counselors. This course will cover comprehensive and developmental guidance and counseling, ASCA national standards, and various topics from both texts pertinent to elementary and middle school counseling. A field experience and interview component is also utilized to expose students to the realities of school counseling. (Prerequisites: COU 503, 505, 504 or 506, 509) (Summer) **Note: phased out effective fall 2016, applicable for admits under 2015-2016 Graduate Catalog and earlier)

COU 521. COUNSELING YOUTH AT RISK (3 sem. hrs.) This course is a didactic and experiential course that focuses on the changing needs and challenges of today's children and adolescents. The course will provide information related to prevention, intervention, treatment, and support for working with a broad category of children and adolescents at risk. Emphasis is placed on accurately defining youth at risk, expanding students' knowledge of the various risk factors and forms of risk, expanding professional resources, and developing prevention and intervention strategies. (Prerequisites: COU 503, 505, 504 or 506, 509) (Fall, summer, spring)

COU 522. COUNSELING CHILDREN AND ADOLESCENTS (3 sem. hrs.) Development of knowledge and skills needed for effective counseling of children and adolescent problems, including assessment techniques, major intervention strategies and establishment and maintenance of rapport. Problems commonly experienced by children and adolescents will be explored. Developmental theory specific strategies and techniques such as play, bibliotherapy, brief solution focused therapy, art therapy, music therapy, group design, and the creative arts will be applied to the context of counseling children. Emphasis will be placed on understanding culturally and ethnically diverse children, adolescents and their families. Special emphasis will be placed on working with children and adolescents within an educational setting. (Prerequisites: COU 503, 505, 504 or 506, 509) (Fall, spring and summer)

COU 532. PROFESSIONAL ISSUES IN COUNSELING: LEGAL AND ETHICAL (3 sem. hrs.) This course is designed to help students develop a personal framework for ethical action and to become more effective in addressing ethical issues in the field of professional counseling. Emphasis will be placed on understanding and identifying relevant legal and ethical issues in school and mental health counseling, including ethical decision-making protocols. This course will use the American School Counselor Association (ASCA), the American Counseling Association (ACA) and its affiliates, the Ohio Licensure Board (OCSWMFT), and the Ohio Department of Education (ODE) ethical standards to build a theoretical framework for approaching ethical dilemmas in a systematic way. Students will also become familiar with relevant Ohio statutes and federal laws. It is intended to deepen awareness of new and emerging ethical issues and provide the tools necessary for the entry level professional (Prerequisites 503, 505, 504 or 506, 509) (Fall, spring)

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

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

COU 550. INDEPENDENT STUDY (1-3 sem. hrs.) An opportunity for students to investigate an area normally not contained in existing courses or to investigate an area in greater depth than is possible in existing courses. The areas of investigation need not necessarily be in the area of certification of the student. Students are to identify the topic, method of investigation. Students are to complete a Learning Contract, clearly specifying the objectives, procedures, and the rationale for independent study. Approval of instructor and the appropriate director or dean is required in advance of registration deadlines. (Prerequisite: COU 503, 505, 504 or 506, 509 and approval of Program Director) (As needed)

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

COU 581. INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING I (1-3 sem. hrs.) An advanced practice and application of clinical mental health counseling principles with clients in an agency or human services setting under supervision by a licensed professional clinical counselor with supervision designation distinguishes Part I of this capstone experience. In class, emphasis will be placed upon examining and developing case conceptualization, improving counseling skills and implementing intervention strategies within a diverse society. Internship I allows for the initial accumulation of a total of 300 clock hours (120 clock hours of direct service) of the 600 total clock hours of internship required for state licensure. Professional identity as a counselor will also be emphasized. Counseling skills will be critiqued through the use of live and/or taped observations in class, in the field, and in the Counseling Laboratory. COU 581 may be taken for 1-3 variable hours up to three times. See a detailed description of Standards of Practice at the end of the course descriptions. (Prerequisite: COU 580) (Fall, spring, and summer)

COU 582. INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING II (1-3 sem. hrs) A continuation of advanced practice and application of clinical mental health counseling principles with clients in an agency or human services setting under supervision by a licensed professional clinical counselor with supervision

designation distinguishes Part II of this capstone experience. Internship II allows for the completion of a total of 300 clock hours (120 clock hours of direct service) of the 600 total clock hours of internship required for state licensure. Counseling skills will be critiqued through the use of live and/or taped observations in class, in the field, and in the Counseling Laboratory. Professional identity as a counselor will also be strongly emphasized. COU 582 may be taken for 1-3 variable hours up to three times. See a detailed description of Standards of Practice at the beginning of the course descriptions. (Prerequisite: COU 581) (Fall, spring, and summer)

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

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

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

CLINICAL ENDORSEMENT COURSE DESCRIPTIONS

COU 609. DIAGNOSIS OF MENTAL AND EMOTIONAL DISORDERS (4 sem. hrs.) A study intended to acquaint the future counselor with the symptomology for the most common psychopathologies and prepare the counselor to comply with institutional and health insurance requirements for classification of patients according to the DSM IV-TR of the American Psychiatric Association. Special emphasis on differential diagnosis and acquaintance with associated disorders of the primary diagnoses in the multiaxial system via case studies. (Prerequisites: COU 508, 510, 511, 518, 537) (Spring only)

COU 610. PSYCHOPATHOLOGY, PERSONALITY, AND ABNORMAL BEHAVIOR (4 sem. hrs.) Examination of the field of abnormal behavior with emphasis on psychopathological conditions throughout the life-cycle. Personality theories and counseling approaches will be matched with appropriate psychopathologies. Students will be able to provide rationale and cite research which supports their choice of a particular intervention for use with a given problem area, population, age group, or cultural group. (Prerequisites: COU 508, 510, 511, 518, 537) (Fall)

COU 620. EVALUATION OF MENTAL AND EMOTIONAL STATUS (4 sem. hrs.) Students will be guided in using assessment procedures to diagnose and plan treatment. Focus will be on the administration, scoring, interpretation, and write up of individual and group standardized tests of mental ability, personality, interest, achievement, and aptitude. Special emphasis will be given to use of psycho-educational tests for the purpose of evaluating mental and emotional disorders. (Prerequisites: COU 508, 510, 511, 518, 532, 537, 609) (Spring only)

COU 636. MARITAL AND FAMILY COUNSELING (4 sem. hrs.) Development of knowledge and skills needed for effective counseling of marital and family problems, including assessment techniques, major intervention strategies and establishment and maintenance of rapport. Role of communication patterns, behavioral contingencies, cognitive and effective processes in the functioning of family and marital relationships. (Prerequisites: COU 503, 505, 504 or 506, 509) (Fall only)

COU 637. CHEMICAL DEPENDENCY AND SUBSTANCE ABUSE (4 sem. hrs.) A consideration of the disease concept of chemical dependency, including the psychological dynamics and family patterns associated with chemical dependency, recognition of symptoms including current approaches to treatment and intervention. (Prerequisites: COU 503, 505, 504 or 506, 509) (Fall only) **Note: phased out effective fall

2016, applicable for admits under 2015–2016 Graduate Catalog and earlier)

COU 639. PSYCHOPHARMACOLOGY FOR COUNSELORS (4 sem. hrs.) Study of the effects of psychoactive chemicals on neurochemical, neurophysiological, behavioral and mental processes. A consideration of the disease model of mental illness and the role of the counselor in treatment of medicated clients and consultation with physicians. (Prerequisites: COU 503, 505, 504 or 506, 509) (Spring only)

COU 640. CLINICAL SEMINAR IN METHODS OF INTERVENTION AND PREVENTION (4 sem. hrs.) Seminar on the theory and application of clinical counseling procedures (e.g., crisis intervention, grief counseling, cognitive therapy) with special problems. Topics will change and may be repeated with a new topic. Emphasis is on the behavioral/psychological methods of intervention to provide a working familiarity with contemporary psychotherapies and their application to specific clinical situations. Application of psychotherapeutic methods will be explored within the context of serving diverse populations including culturally different, children, substance abusers, elderly, sexual problems, physically and mentally disabled, terminally ill, and gay clients. Crisis situations, marriage and family problems, rehabilitation, and child abuse as they relate to intervention and prevention of emotional and mental disorders will be covered in the various seminars. (Prerequisites: COU 503, 505, 504 or 506, 509) (As needed)

COU 641. COUNSELING ISSUES IN A GLOBAL SOCIETY (4 sem. hrs.) Students will be introduced to methods of intervention useful for current issues in a global society. Participants will gain knowledge and skills useful for intervening during crisis situations with individuals, couples and families within various community, clinical and educational settings. Students will develop skills necessary for crisis intervention disaster plan formation. Application of psychotherapeutic methods will be explored within diverse contexts including culturally different populations across the lifespan with emphasis on such issues as addictions, sexual violence, grief and loss, bullying, PTSD, natural and person-induced disasters, triage assessment, suicide and child abuse, as they relate to intervention and prevention of emotional and mental disorders. A focus on the importance of multiculturalism and diversity relative to a global society to individual perceptions of crisis, trauma, violence and stress will be explored. Stress, coping styles and resilience will be explored and students will have the opportunity to examine both legal and ethical issues associated with relevant issues within a changing society as they affect both the educational and clinical mental health environments. (Prerequisites: COU 503, 504, 505, 509) (Fall, spring, and summer)

COU 652. TRAINING IN CONSULTATION FOR COUNSELORS (4 sem. hrs.) Students receive guidance in learning to provide consultation services to mental health agencies, hospitals, institutions of higher education, and the community at large. Special attention will be given to legal and ethical practices as defined by both state law and the ACA ethical guidelines. (Prerequisites: COU 508, 510, 511, 518, 537). (Spring) **Note: phased out effective fall 2016, applicable for admits under 2015–2016 Graduate Catalog and earlier)

COU 653. CLINICAL SUPERVISION (4 sem. hrs.) Students will gain knowledge in providing clinical supervision counselors. This course may also include experience through review of video/audio client tapes, sitting in on simulated case conferences, providing feedback to counselor trainees, and by reviewing documents written by counselor trainees (intakes, treatment plans, progress notes, and termination summaries). The instructor will supervise any supervisory work done by students. Special attention will be given to legal and ethical practices as defined by both state law and the ACES ethical guidelines. (Prerequisites: COU 581). (Fall, spring) (As needed)

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

COU 690. COMPREHENSIVE EXAMINATION (0 sem. hrs.) The comprehensive examination is intended to be one of the culminating experiences of the graduate program. The exam is offered in January for May graduates, in September for December graduates, and in June for August graduates. MAC Candidates must register for COU690: Comprehensive Examination in the term prior to their expected graduation. Candidates who fail to register for COU690 by the Last Day to Add listed on the Graduate Studies Calendar for each semester will be ineligible to take the exam and unable to graduate by their expected date. The Comprehensive Examination is a 200 question, multiple choice exam designed to evaluate accrued knowledge across the eight CACREP core areas. The exam consists of eight subtests of 25 questions each. Candidates have thirty minutes to complete each subtest and a total of four hours to complete the entire exam. Candidates will not be considered for graduation until they have passed the comprehensive examination with a minimum score of 70% in each of the eight subtests.

Candidates who fail any section of the examination will have 30 days to prepare for a second attempt at which time they will retake only those sections failed. If a candidate fails the exam a second time, he/she may not retake it until the next offering. If a candidate fails the exam a third time, he/she may be dropped from the MAC program or required to retake courses at the discretion of the Program Director.

MASTER OF ARTS IN EDUCATION PROGRAM

MISSION STATEMENT

The mission of the Master of Arts in Education degree program is twofold: to develop master teachers who (1) understand the theory, research, and practice that support and sustain ongoing teacher development and school improvement and (2) value educational research and reflective practice as a component to effective teaching and lifelong learning.

The program is designed to develop experienced elementary and secondary school teachers who are recognized as master teachers because of their advanced knowledge and skills and their deep commitment to responsible professionalism.

PROGRAM GOALS

Master's of Arts in Education students will develop a thorough understanding of educational leadership theory and best practice; possess rich and multifaceted knowledge of students and how they learn and teachers and how they teach; understand the dynamic nature of schooling and how to interact professionally and ethically with all constituents; understand how to develop and carry out research projects which directly affect student learning; use a variety of research-based methods and developmentally appropriate materials and activities to insure that all students learn; use multiple research tools to analyze, evaluate, and change practice to ensure student, teacher and institutional success learning; reflect on their leadership style and assume responsibility for their professional growth, performance, and involvement as an individual and as a collaborative member of the learning community.

APPLICATION AND ADMISSION REQUIREMENTS

Applications for admission to the Master of Arts in Education degree program will be sent to the Director of Graduate Studies in Education program. Applications are processed on a rolling basis.

Steps for Completing the Master of Arts in Education Degree:

Step 1: Admission to the MAE Program

In order to be considered for admission into the Master of Arts in Education (MAE) program, an applicant must submit all of the following to the Director of Graduate Studies in Education:

1. The completed Graduate Studies Application for Admissions. (\$25.00 fee waived if completed online.)
2. Transcripts will be accepted from a college or university accredited by the Higher Learning Commission or other regional accrediting commissions which have been recognized by the Council on Higher Education Accreditation (CHEA). Official (sealed) transcripts sent directly from a college or university reflecting:
 - a. A Bachelor's degree.
 - b. A minimum GPA of 2.75 on a 4-point scale.
* Cases where a student attended multiple undergraduate institutions may be required to submit additional transcripts from those institutions.
 - c. Three Professional Dispositions on forms provided by the Graduate Studies Office. The forms must be from professionals knowledgeable about the applicant's professional experiences.
 - d. A written statement describing how the MAE program will help with their future career goals and objectives.
 - e. Attendance at a New Student Orientation held once a year in the fall. Students must register for EDUC 500 *Orientation to the MAE Program*. This course is a transcripted 0 credit hour requirement in which Students are oriented to the stipulations of the graduate education program.
3. International applicants must complete the above requirements in addition to the International applicant requirements explained in the Graduate Catalog.

Following receipt of all application materials, the Director of Graduate Studies in Education

may interview prospective students. The student will receive a written decision regarding their admission status.

Once admitted, the applicant becomes a candidate for the MAE degree.

Step 2: Admission to Candidacy

Near the end of their program, degree seeking students must be fully admitted into the MAE program; have a cumulative GPA of 3.0 or better. Students who do not have a cumulative 3.0 GPA are not eligible to complete the MAE degree.

CONDITIONAL ADMISSION

Students who apply with less than a 2.75 undergraduate GPA may be conditionally admitted. Specifics for change from conditional to a full acceptance is at the discretion of the MAE Program Director.

ADMISSION AS A “COURSEWORK ONLY” STUDENT

Prospective students having no desire to pursue a Master’s degree or who already have a Master’s may enroll as Coursework Only for any course or workshop/professional development.

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

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

There is no limit to the total cumulative credits hours as a non-degree student. However, if a formal application into the degree seeking program is requested, those who wish to use the credits towards an MAE degree will be limited to twelve graduate credit hours taken prior to admission to a master’s degree.

ADMISSION AS WORKSHOP STUDENT

An applicant may be accepted for graduate workshops with evidence of at least a Bachelor’s degree from a regionally accredited institution. An unlimited number of workshops may be taken. Workshops are one credit hour classes usually held over two days. Should a student not properly drop from the course prior to the first day (an unauthorized drop) they will be charged 50% of the tuition for the course.

MAXIMUM COURSE LOAD

The maximum course load for a graduate student is twelve semester hours in a spring or fall semester, or six semester hours in an eight-week or summer session. A student may petition the Director/Dean to take additional hours during the regular academic year. The Director’s decision will be based on a combination of factors such as advice from the student’s advisor, past grade history and past record of academic performance.

TIME LIMITATIONS

Students have a maximum of six calendar years from the date of the first course taken toward their graduate degree to complete the MAE program. A student whose coursework falls beyond the above time limit, may petition the Program Director for special circumstances extension.

TRANSFER CREDITS

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

Transfer decisions are based on the following criteria:

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

MASTER OF ARTS IN EDUCATION CURRICULUM

36 Semester Hours

Foundation Courses (9 semester hours)

- EDUC 500 Orientation to the MAE Program (0)
- EDUC 506 American Education in a Diverse Society (3)
- EDUC 515 Understanding Educational Research (3)
- EDUC 521 Educational Statistics and Research Design (3)

Leadership Courses (18 semester hours)

- EDLS 523 Ethics in Educational Leadership or EDLS 532 Communication for Leaders (3)
- EDLS 552 Leaders, Power, and Change (3)
- EDLS 555 Educational Development (3)
- EDLS 556 Child and Adolescent Psychology or EDLS 557 Adult Development (3)
- EDLS 585 Capstone Research: Leadership (6)

Elective Courses (9 semester hours)

- EDUC 524 Global Education (3)
- EDLS 561 Program Development and Evaluation (3)
- EDUC 511 Individuals with Exceptionalities (3)
- EDUC 525 Multicultural Literature (3)

ENDORSEMENTS

K-12 READING ENDORSEMENT

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

The endorsement consists of a series of four 3-semester hour courses, for a total of 12 semester hours. All courses are offered online, powered by UThink®, with possible course offerings held at the Tiffin campus during the summer. The courses may be completed as coursework only (non-degree student), used as electives in the MAE degree program, or as additional coursework for those already holding a Master's degree.

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

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) ENDORSEMENT

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

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

EDUCATION COURSE DESCRIPTIONS

EDUC- EDUCATION, GRADUATE

500. ORIENTATION TO THE MAE PROGRAM (0 sem. hrs.) This required workshop for students new to the MAE Program will introduce them to university services, faculty and administration. The workshop will review the requirements of the MAE Program including the Graduate University Catalog.

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

506. AMERICAN EDUCATION IN A DIVERSE SOCIETY (3 sem. hrs.) A survey introducing the historical, legal, political, and social foundations of education in the United States. Current issues in American education will also be explored. Topics include goals of education in American society, the role of politics and power in the American educational system, the impact of education and equal opportunity, student diversity, the profession of teaching, and the globalization of education. Prerequisite: EDUC 500. (Fall)

511. INDIVIDUALS WITH EXCEPTIONALITIES (3 sem. hrs.) This is a survey course to prepare educators to teach diverse learners, including those with exceptionalities. It covers developmental characteristics, assessment methods, intervention strategies, and ethical principles for students in education and community settings. This course will introduce students to physical, social, emotional, and educational characteristics of students with exceptional needs. An overview of incidence, prevalence, and educational intervention for major categories of exceptionalities of students enrolled in public and private educational systems in K-12 grade range will be discussed. The course will discuss major litigation and legislation affecting people with exceptionalities along with identifying services and agencies frequently impacting populations with special needs; including residential programming, vocational training, and professional organizations. Students will learn to create supportive environments for people with exceptionalities regardless of their career aspirations by evaluating and revising perceptions and attitudes about exceptional populations. This course is cross-listed with the undergraduate course EDU 471; students will earn credit one time only. Prerequisite: EDUC 506. (Fall)

513. ARCHAEOLOGY FOR EDUCATORS (3 sem. hrs.) Humanity, and all it entails, expresses itself through the material culture (objects) it produces. Participants in this three semester hour week-long exploration will learn how archaeology unlocks the diversity of past human experiences, and how this can be shared with primary and secondary classes. Participants will discover ways to integrate archaeology into their existing curricula of social science, history, science, math, art, and communication. Educators will be exposed to sample activities to be used in the classroom, as well as receiving first-hand experience in the discovery process, excavating at the Johnson's Island Prisoner of War Depot. This class is designed for elementary and secondary educators. Students with credit in EDU 533 are not eligible to earn credit for this course. (Summer)

514. INVESTIGATING CIVIL WAR PRISON (3 sem. hrs.) Within the Center for Historic and Military Archaeology (CHMA), this weeklong summer course in Civil War archaeology is offered at the historic Johnson's Island Prisoner of War Depot site. This course will immerse the participant in the inquiries and investigations conducted at this national historic landmark site. Participants will experience how history comes alive through the scientific processes of excavation and analysis, as well as exploration of diaries and letters of those imprisoned at Johnson's Island. This course is designed for the serious adult student of archaeology (avocation) and primary and secondary teachers. Students with credit in EDU 534 are not eligible to earn credit for this course. (Summer)

515. UNDERSTANDING EDUCATIONAL RESEARCH (3 sem. hrs.) This is a survey course on the critical consumerism of scholarly literature. Students will gain knowledge of the various component of scholarly research articles and will develop the skills required to adequately read and critically analyze the literature. Students will develop the skills of conducting scholarly research searches as well as writing an annotated bibliography. Students will also be introduced to writing in the American Psychology Association style. Students with credit in EDU 502 are not eligible to earn credit for this course.

521. EDUCATIONAL STATISTICS AND RESEARCH DESIGN (3 sem. hrs.) A general introduction to research in education; the primary focus is on the use of research in education. Students will become familiar with research methods, including sampling, research types, study designs, issues of reliability and validity, as well as basic statistics and reporting techniques used in education. Students with credit in EDU 502 or 522 are not eligible to earn credit for this course. Prerequisite EDUC 515 or EDU 502.

524. GLOBAL EDUCATION (3 sem. hrs.) Introduction to the rationales and approaches to implement global perspectives into various fields of education. Areas of focus will include: examining the development of worldviews and biases, studying and implementing approaches to comparative educational research, and learning methods that professionals can use to meaningfully connect with others across cultural, linguistic, and geographic bounds to become effective citizens of the globalized world.

525. MULTICULTURAL LITERATURE (3 sem. hrs.) This course is an introduction to the study of multicultural literature for children, emphasizing the use of multicultural literature as both mirrors and windows through which children might learn more about themselves and others. It will examine the use of multicultural children's literature in early, middle, and AYA classrooms to promote cultural

understanding and affirm the value of diversity in a global society. There will be a strong emphasis on the selection of authentic literature that presents an accurate portrayal of various ethnic groups including, but not limited to, African-American, Hispanic, Asian, and native American cultures, as well as diverse lifestyles. This course is cross-listed with the undergraduate course EDU 425; students will earn credit one time only. Students with credit in EDU 525 are not eligible to earn credit for this course.

578. SPECIAL TOPICS IN EDUCATION (1-3 sem. hrs.) Examination of current national and regional topics related to curriculum and instruction (e.g., effective schools research, cooperative learning, testing of teachers, content area studies). Topics will change. Students may register for this course a second or third time when topics change, for a maximum of 9 semester hours.

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

EDLS- EDUCATION, LEADERSHIP

523. ETHICS IN EDUCATIONAL LEADERSHIP (3 sem. hrs.) A general introduction to research in education; the primary focus is on the use of research in education. Students will become familiar with research methods, including sampling, research types, study designs, issues of reliability and validity, as well as basic statistics and reporting techniques used in education. Students with credit in EDU 502, 504 or 522 are not eligible to earn credit for this course. Prerequisite: EDUC 515 or EDU 502.

532. COMMUNICATION FOR LEADERS (3 sem. hrs.) Emphasis on the importance of good communication (1) with staff/personnel in the educational setting and 2) with parents, colleagues, administrators and external agencies in the community. Stresses the importance and benefits of positive, effective interaction with these constituencies. Methods of encouraging and assisting families to be proactive participants in the educational team will be addressed. Emphasis is also placed on good communication so that students can learn strategies for communicating effectively in peer groups. Models of professional communication will be used. Students with credit in EDU 538 are not eligible to earn credit for this course.

552. LEADERS, POWER, AND CHANGE (3 sem. hrs.) In this course, we apply theory to practice, clarifying the relationship among leadership, authority, power, influence and followership to provide a practical framework toward change. We explore how leaders mobilize others to create change in the social systems of educational settings and how responsible leaders use power wisely, and change for the good of the organization. In addition, we explore the challenges of managing personal stresses and dangers of leading change. Prerequisite: EDUC 500. (Fall)

555. EDUCATIONAL PSYCHOLOGY (3 sem. hrs.) What is the relevance of psychological principles such as behavior, development, cognition, environment and motivation to teaching and learning? This course is designed for students to investigate and analyze core areas of theory, research, and practice pertinent to the psychology of learning. Students will learn the fundamental theories and innovative practices pertaining to education psychology. Students will understand and apply a wide variety of evidence-based methods to analyze and evaluate current educational practices both within the United States and globally. Students with credit in EDU 528 are not eligible to earn credit for this course.

556. CHILD AND ADOLESCENT DEVELOPMENT (3 sem. hrs.) Examination of the physical, cognitive, and social/emotional development of children and adolescents ages 3-21, covering the licensure areas of early childhood, middle childhood, adolescence to young adult, and multi-age. Emphasis will be on the critical appraisal of developmental theories in terms of research support and educational practice. Students with credit in EDU 527 are not eligible to earn credit for this course. (Summer)

557. ADULT DEVELOPMENT (3 sem. hrs.) This course will cover theories of adult development, current research on adult learners, ways of assessing the needs and interests of adult learners, and ways of creating environments in which adult learners can thrive. Students with credit in EDU 537 are not eligible to earn credit for this course. (Spring)

561. PROGRAM DEVELOPMENT AND EVALUATION (3 sem. hrs.) This elective course will explore the models for leaders to develop programs within educational settings and systems. Students will learn a stepwise approach, including conducting a needs analysis and developing goals to address those needs. Additionally, students will explore the models for evaluating educational programs. The course will culminate in students independently developing and evaluating a program. Prerequisite: EDUC 506.

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

585. CAPSTONE RESEARCH: LEADERSHIP (6 sem. hrs.) Students will identify an issue or problems related to their practice and, after researching available literature, develop a solution to the problem or issue. The final project may be in the form of a curriculum, a workshop, a set of informational materials, a website,

an article for publication, or any other appropriate educational project. Students with credit in EDU 580 or 590 are not eligible to earn credit for this course. Prerequisite: EDUC 521; or EDU 502 or 503. (Spring)

EDRE- EDUCATION, READING ENDORSEMENT

552. FOUNDATIONS OF READING (3 sem. hrs.) Examination of the psychological and sociological theories of reading; emphasis on factors influencing the process of learning to read and the major approaches to teaching reading. Students with credit in EDU 512 are not eligible to earn credit for this course.

553. TEACHING READING IN THE CONTENT AREA (3 sem. hrs.) The purpose is to help content area teachers, both elementary and secondary, teach the content of their subject areas more effectively. Students with credit in EDU 513 are not eligible to earn credit for this course. Prerequisite: EDRE 522 or EDU 512 (may be taken concurrently).

555. DIAGNOSIS OF READING ABILITIES (3 sem hrs). This course supplies educators with the foundational information necessary to diagnose students' reading abilities, including the administration of diagnostic tests. It also introduces effective instruction for helping diverse and struggling learners. There are thirty hours of required field experience, during which school age students are diagnosed and case studies prepared. Students with credit in EDU 515 are not eligible to earn credit for this course. Prerequisite: EDRE 522 or EDU 512 (may be taken concurrently).

556. READING INTERVENTION (3 sem hrs). A description of the literacy skills that students need to learn and practice at various reading stages, Rationale and description of word recognition and comprehension skills to PreK-12 students. Thirty hours of field experience are required, during which an effective reading intervention program is planned/implemented for a chosen student. Students with credit in EDU 516 are not eligible to earn credit for this course. Prerequisite: EDRE 522, 552, and 553 or EDU 512, 515, and 513.

EDTE- EDUCATION, TESOL ENDORSEMENT

551. ISSUES IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) EDUCATION (3 sem. hrs.) The focus of this course is on the preparation of TESOL teachers to understand and implement effective, research based, culturally responsive instruction for English Language Learners (ELL). Emphasis will be placed on making connections between current theory, research, and instructional practice. A particular focus is on knowing and demonstrating understandings of students of diverse cultural and language backgrounds, the process of language learning and the context of new language acquisition in the United States. Students with credit in EDU 551 are not eligible to earn credit for this course. (Fall, Spring, and Summer, depending on demand)

552. LINGUISTIC PRINCIPLES AND APPLICATION IN TESOL EDUCATION (3 sem. hrs.). The focus of this course is on the preparation of TESOL teachers to provide effective, research based instruction for ELL students. Emphasis is on understanding English language structure and usage and the process of language learning. Students with credit in EDU 552 are not eligible to earn credit for this course. Prerequisites: EDTE 551 or EDU 551 (may be taken concurrently). (Fall, Spring, and Summer, depending on demand)

553. INSTRUCTIONAL METHODS IN TESOL EDUCATION (3 sem. hrs). The course prepares candidates to demonstrate knowledge and use of a broad range of assessments, instructional practices and curriculum materials, including technology, that support effective language and content instruction for English Language Learners (ELL). Students with credit in EDU 553 are not eligible to earn credit for this course. Prerequisites: EDTE 551 or EDU 551 (may be taken concurrently). (Fall, Spring, and Summer, depending on demand)

554. INTERNSHIP IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) (3 sem. hrs.) The internship is the culminating course supporting teachers as they design and apply curriculum that integrates the TESOL Standards - Teaching English as a Second Language I-VI. The school-based practicum includes individual and group instruction of ELL learners. Integrated culturally responsive language and content instruction is designed based on analysis of standardized and formative assessments. Students with credit in EDU 554 are not eligible to earn credit for this course. Prerequisites: EDTE 551, 552, and 553 or EDU 551, 552, and 553. (Fall, Spring and Summer, depending on demand)

MASTER OF BUSINESS ADMINISTRATION PROGRAM

MISSION STATEMENT

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

PROGRAM GOALS AND LEARNING OUTCOMES

The Heidelberg University Aris Kaplanis MBA program educational goals focus on qualities of mind and of person and the ability to apply general concepts and knowledge to specific situations. Students will develop learning goals related to knowledge and skills, context, and abilities.

Knowledge & Skills Goal – Students will develop an understanding of core business concepts and theories with required qualitative and quantitative analytical skills to make effective business decisions.

Learning Outcomes:

1. Students will demonstrate knowledge of the concepts, terminology, and models appropriate to business disciplines.
2. Learning Outcome 2: Students will demonstrate research skills and the ability to use technology to perform qualitative and quantitative analyses.

Context Goal– Develop a framework for sensing and responding to the global drivers of change using management mechanisms by which to assure competitive advantage sustainability, diversity, agility and corporate social responsibility ... For ethical decision-making and designing effective solutions. (Effective means productivity, quality, innovation, and profitability.)

Learning Outcomes:

1. Students will develop an understanding of factors used by management to assure sustainability, diversity, agility and corporate social responsibility in a global economy.
2. Students will consider the ethical context of decisions and evaluate effectiveness of decisions beyond short-term financial criteria, considering factors such as productivity, quality, innovation sustainability, and corporate social responsibility.

Abilities Goal– Students will develop and demonstrate leadership, communication, teamwork, and career management abilities.

Learning Outcomes:

1. Students will demonstrate knowledge of classical and contemporary theories of leadership and demonstrate the application of these theories to business
2. Students will understand and evaluate their personal strengths and challenges as leaders in business and their communities
3. Students will be able to deliver a high-quality professional oral presentation using effective visual aids, appropriate for the intended audience, which effectively communicates a business-related recommendation
4. Students will be able to produce coherent written reports that effectively communicate a business-related recommendation in a grammatically correct and professional manner.
5. Students will show they can successfully work with diverse groups and teams toward a common goal
6. Students will show they can respond to, and work to understand others' questions, insights, and solutions and empower others to speak and contribute
7. Students will develop knowledge of how to manage mentor/mentee relationships, up/down/horizontal relationships, career transitions/progressions

CHARACTERISTICS OF THE MBA PROGRAM

The Heidelberg MBA is a degree in general management following Heidelberg's strong liberal arts tradition. At Heidelberg University, management is the ultimate liberal art. Emphasis is placed on management skills including communication, strategic planning, decision-making under conditions of uncertainty, and analysis of quantitative and qualitative data.

The MBA degree is designed to be completed in 24 months of part-time study or 12 months of full-time study

The Master of Business Administration degree program core courses include accounting, finance, marketing, economics, information systems, ethics, management, and communications, from the general manager perspective. The curriculum reflects Heidelberg's commitment to the liberal arts tradition as ethical, cultural, ethnic, global, and professional issues are emphasized through program requirements.

A summary of the characteristics of the MBA program shows that each student will have written, discussed, or critiqued a significant number of case studies many of which have a global component. The MBA program is consistent with the liberal arts tradition of Heidelberg University in that each student will have taken a course in ethics and in communication skills. Students will also complete two electives from a selection of courses, including: Field Study I and II, International Study and Travel, Business History, Great Books in Business, Operations Management, Organizational Behavior, and Human Resource Management. These courses are integrated with the traditional MBA courses of accounting, economics, finance, marketing, management, information systems, and competitive strategy.

APPLICATION AND ADMISSION REQUIREMENTS

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

1. The completed Graduate Studies Application for Admission (\$25 fee waived if completed online.)
2. Transcripts will be accepted from a college or university accredited by the North Central Association of Colleges and Schools Higher Learning Commission or other regional accrediting commissions which have been recognized by the Council on Higher Education Accreditation (CHEA). Official (sealed) transcripts sent directly from all previously accredited colleges or universities are only accepted.

Applicants must have:

- a. Earned a Bachelor's degree.
 - b. A minimum cumulative undergraduate GPA of 2.7 or higher on a 4.0 scale.
 - c. Complete the prerequisites or their equivalent. (See "Prerequisite/Leveling Requirements.")
- * Please note: these prerequisites may be completed while admitted into the MBA program.
3. All applicants are required to submit a written statement describing how the MBA program will help with their career goals and objectives. Students with relevant, professional work experience must also include a copy of their resume/CV.
 4. Attendance in the MBA Orientation Workshop (GSB 504). Students must register for GSB 504 MBA Orientation Workshop. This course is a transcripted 0 credit hour requirement in which students are oriented to the requirements and expectations of the Heidelberg MBA Program. No fee is charged for taking this course.
 5. International applicants must complete the above requirements in addition to the International applicant requirements explained in the Graduate Catalog.

PREREQUISITE/LEVELING REQUIREMENTS

Students may take Leveling courses at Heidelberg University, online through Ivy Software, or at other accredited institutions upon prior approval from the Dean. Students will work with the program to determine which leveling courses are needed. Leveling content includes Statistics, Financial and Managerial Accounting, Micro and Macro Economics, Corporate Finance, Management, Marketing and Business Law.

Leveling courses are not to be considered a part of any graduate program requirements. Leveling courses offer the foundation to enter the MBA curriculum. Leveling course grades will not be used toward Graduate Academic Standing policies. The quality points however, are tabulated within the comprehensive academic graduate record.

Three options are available to complete the Leveling courses. Option 1. GSB 501, 502 and 503. Option 2. GSB 505, 506, 507, 508, 509, 510, 517, 518, and 519. Option 3. Individual courses taken as undergraduate coursework. The MBA Program Director will assess acceptability of all coursework taken previously prior to enrolling into the MBA Program.

Ivy Software Leveling Option

Students register with Heidelberg for the on-line Ivy Software courses but are not eligible to receive any discount or refund once enrolled into the course(s) should they no longer want to take the course or courses. These courses are flat-rate tuition. Fees can be found in the Expenses and Student Aid section. The Ivy Software, Inc. software fee is paid directly to the company upon activation. Once the course is complete, Heidelberg University, as the administrator will receive the student's score results. A passing score, to meet the prerequisite requirement is 80 percent.

ADMISSIONS AS A "COURSEWORK ONLY" STUDENT

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

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

COLLEGE SENIOR PROGRAM

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

AVERAGE COURSE LOAD

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

TIME LIMITATIONS

Students have a maximum of 6 calendar years to complete the MBA program once admitted on a regular status. Admission on a regular status occurs when the student has satisfied the "conditional" terms placed when admitted. A student whose coursework falls beyond the above time limit, may petition the Program Director for special circumstances extension.

TRANSFER CREDIT

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

1. Coursework must be comparable with the Heidelberg University MBA program coursework. Students must submit course syllabi and catalog course descriptions along with official transcripts with any request for graduate transfer of credits.
2. All transfer credit must have been completed within 6 calendar years of the first Heidelberg class taken. Once accepted, these classes will be counted toward graduation.
3. The grade(s) in the course(s) to be transferred must be "B" or better.
4. Transfer credit will be evaluated by the academic advisor and approved by the Dean.
5. Transfer credit does not affect the cumulative grade-point average established with Heidelberg University.

TRANSIENT STUDENT POLICY

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

REGISTRATION

Students must register for class(es) prior to the start of each term. Class schedules can be found on the Heidelberg website in OASIS. Students should note that the prerequisites with

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

MBA ACADEMIC YEAR

The MBA Academic Year is divided into semesters, including summer. Each course meets once a week.

MBA STUDENT HANDBOOK

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

HEIDELBERG BUSINESS INSTITUTE

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

MASTER OF BUSINESS ADMINISTRATION CURRICULUM

Total semester hours 45 (a minimum of 36 semester hours when Leveling Courses waived)

Leveling Courses (9 Semester Hours)

Leveling courses may be waived when taken prior to enrolling.

Pathway 1

GSB 501
GSB 502
GSB 503

Pathway 2

GSB 505, 506, 507
GSB 508, 509, 510
GSB 517, 518, 519

Business Administration Courses (30 Semester Hours)

GSB 504 MBA Program Orientation 0 hours
GSB 511 Managerial Ethics3
GSB 512 Managerial Communications3
GSB 521 Managerial Accounting3
GSB 531 Managerial Economics3
GSB 533 International Business, Government & Economy .3
GSB 541 Managerial Finance3
GSB 551 Managerial Marketing3
GSB 561 Managerial Information Systems3
GSB 575 Management3
GSB 576 Competition and Strategy3

Business Administration Elective Courses (6 semester hours)

GSB 515: Great Books in Business..... 3
GSB 516: Business History..... 3
GSB 571: Operations Management 3
GSB 572: Organizational Behavior..... 3
GSB 573: Human Resource Management..... 3
GSB 591: International Study & Travel..... 3
GSB 595: Field Study I 3
GSB 596: Field Study II 3

The Heidelberg MBA Program is not a “lock-step” program that requires one and only one course sequence. Nevertheless, to avoid disruption of their schedules due to lack of available

courses, students should properly plan their course of study in consultation with the MBA Program Director.

BUSINESS COURSE DESCRIPTIONS

GSB 501. MBA FOUNDATION COURSE I (3 semester hours) This course is the first in a series of three designed to prepare students who did not complete a business undergraduate degree to begin graduate studies in business in the MBA program. This course includes three components. The first is an introduction to financial accounting principles and standards that are fundamental to the preparation, understanding and use of financial statements. The second section is an introduction to the use of cost accounting data for planning, control, and decision making. The third section includes development of financial tools and concepts necessary for a manager to make decisions with the objective of wealth maximization. This course cannot meet any graduate level course requirements except that of the Leveling requirement. The course is graded as pass or unsatisfactory.

GSB 502. MBA FOUNDATION COURSE II (3 semester hours) This course is the second in a series of three designed to prepare students who did not complete a business undergraduate degree to begin graduate studies in business in the MBA program. This course includes three components. The first section includes the development and discussion of the tools and concepts used in modern microeconomics that are necessary for every manager to evaluate the external environment. The second section includes development and discussion of the tools and concepts used in modern macroeconomics that are necessary for every manager to evaluate the internal and external economic environment. The third section is an introduction to statistical methods and techniques used in business. This course cannot meet any graduate level course requirements except that of the Leveling requirement. The course is graded as pass or unsatisfactory.

GSB 503. MBA FOUNDATION COURSE III (3 semester hours) This course is the third in a series of three courses designed to prepare students who did not complete a business undergraduate degree to begin graduate studies in business in the MBA program. This course includes three components. The first is an introduction to Management, providing a broad spectrum of management theory and introducing general concepts of strategic planning, decision making, organizing, managing human resources, communicating, motivating and leading, management control, and operations management. The second section is a managerial approach to the marketing function in a business or not-for-profit organization covering market strategy planning and the marketing mix of place, price, product, and promotion in relation to the customers and/or clients. The third section is an introduction to the American legal institutions and sources of law with emphasis on ethics, torts, criminal law, contracts and sales. This course cannot meet any graduate level course requirements except that of the Leveling requirement. The course is graded as pass or unsatisfactory.

GSB 504. MBA PROGRAM ORIENTATION (0 sem. hrs. required, no fee) This workshop introduces the MBA student to the educational resources available at the university and expectations for student performance. The course is graded as pass or unsatisfactory.

GSB 505. FINANCIAL ACCOUNTING TOOLS (0 sem. hrs.) Introduction to accounting principles and standards that are fundamental to the preparation, understanding and use of financial statements. The course provides a framework for financial statement analysis that includes an external focus, emphasizing credit and equity investment, as well as the internal manager's perspective on business decision making. This course cannot meet any graduate level course requirements except that of the Leveling requirement. The course is graded as pass or unsatisfactory. (Fall, Spring, Summer).

GSB 506. MANAGERIAL ACCOUNTING TOOLS (0 sem. hrs.) Introduction to the use of cost accounting data for planning, control, and decision making. The course will focus on practical applications of fundamental concepts in management including cost behavior, cost-volume profit analysis, segment reporting, direct and absorption costing, standard costing, flexible budgets, profit planning, capital budgeting, and relevant costs. This course cannot meet any graduate level course requirements except that of the Leveling requirement. The course is graded as pass or unsatisfactory. (Fall, Spring, Summer)

GSB 507. MICROECONOMIC TOOLS (0 sem. hrs.) Development and discussion of the tools and concepts used in modern microeconomics that are necessary for every manager to evaluate the external environment they face in the business world. This course cannot meet any graduate level course requirements except that of the Leveling requirement. The course is graded as pass or unsatisfactory. (Fall, Spring, Summer)

GSB 508. MACROECONOMIC TOOLS (0 sem. hrs.) Development and discussion of the tools and concepts used in modern macroeconomics that are necessary for every manager to evaluate the internal and external economic environment they face in the business world. This course cannot meet any graduate level course requirements except that of the Leveling requirement. The course is graded as pass or unsatisfactory. (Fall, Spring, Summer)

GSB 509. FINANCE TOOLS (0 sem. hrs.) Development of financial tools and concepts necessary for a

manager to make decisions with the objective of wealth maximization. The course surveys key financial concepts and integrates practical and theoretical aspects of finance and includes concepts and techniques that are essential for success in all business disciplines. Emphasis is placed upon the underlying principles, practices, and relationships to the decision making process faced by a financial manager charged with the shareholder wealth maximization. The course introduces the concept of risk and return and time value of money as applied to valuation of securities, capital budgeting, cost of capital, and capital structure. This course cannot meet any graduate level course requirements except that of the Leveling requirement. The course is graded as pass or unsatisfactory. (Fall, Spring, Summer)

GSB 510. STATISTICS TOOLS (0 sem. hrs.) Introduction of statistical methods and techniques used in business. Emphasis is on interpretation of statistical results from the perspective of the manager. Topics include forecasting, regression analysis, probability distribution, and decision analysis. This course cannot meet any graduate level course requirements except that of the Leveling requirement. The course is graded as pass or unsatisfactory. (Fall, Spring, Summer)

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

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

GSB 515. GREAT BOOKS IN BUSINESS (3 sem. hrs.) Critical analysis of current and historically acclaimed books about businesses, management techniques, strategies, competition, etc. by application of concepts of economics, ethics, management, finance, accounting, marketing, etc. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ECO 252 or GSB 508; or GSB 101 and 102)

GSB 516. BUSINESS HISTORY (3 sem. hrs.) Analysis of the dynamic factors involved in the growth of the American economy through the role of the business sector, including the rise of the railroad, the development of concentrated urban markets for consumer and industrial goods, the emergence of mass-production technology, the coming of electrification and the internal combustion engine, and the rise of organized research and development. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ECO 252 or GSB 508; or GSB 101 and 102)

GSB 517. MANAGEMENT TOOLS (0 sem.hrs.) This course reviews the critical essentials that the practicing manager, professional, or business student needs to master in order to succeed as a manager and/or to demonstrate competency on a formal examination assessing understanding of management principles. It blends research conclusions with practical applications and the theoretical underpinnings needed to understand and manage human issues in the dynamic, 21st century workplace. This course cannot meet any graduate level course requirements except that of the Leveling requirement. The course is graded as pass or unsatisfactory. (Fall, Spring, Summer)

GSB 518. MARKETING TOOLS (0 sem.hrs.) This course provides managers or those who aspire to be managers a framework to understand the role of marketing in an organization's planning activities. The focus is on key marketing principles, theories, models and terminology. This course cannot meet any graduate level course requirements except that of the Leveling requirement. The course is graded as pass or unsatisfactory. (Fall, Spring, Summer)

GSB 519. BUSINESS LAW TOOLS (0 sem.hrs.) begins with the definitions of law, the historical roots of U.S. law and the categories of law, court levels, arbitration and mediation, enforceable contracts, UCC, torts, product liability, federal and state regulation of business, bankruptcy, and labor relations. This course cannot meet any graduate level course requirements except that of the Leveling requirement. The course is graded as pass or unsatisfactory. (Fall, Spring, Summer)

GSB 521. MANAGERIAL ACCOUNTING (3 sem. hrs.) Development of planning, evaluation, and controlling skills within an organization to ensure the appropriate use of and accountability for an organization's resources. Topics covered include financial reporting, product costing, financial statement analysis, budgeting, and transfer pricing. (Prerequisites: ACC 201 or GSB 505, ACC 202 or GSB 506; or GSB 101 and 102)

GSB 531. MANAGERIAL ECONOMICS (3 sem. hrs.) Application of microeconomics and macroeconomic tools to maximization or minimization problems of business such as profit, cost, productivity, and the role of the firm's external economic environment, etc. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ECO 252 or GSB 508; or GSB 101 and 102)

GSB 533. INTERNATIONAL BUSINESS, GOVERNMENT, AND ECONOMICS (3 sem. hrs.) Business adminis-

tration and government policy; business, government, and the international economy; country analysis and scenario planning; management in developing countries; managing international trade and competition; managing in the regulated environment. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ECO 252 or GSB 508; or GSB 101 and 102; GSB 531)

GSB 541. MANAGERIAL FINANCE (3 sem. hrs.) Development of financial management decision making ability towards the objective of firm wealth maximization by application of concepts of financing current operations, long-term financing, investment decisions and the cost of capital. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ECO 252 or GSB 508, ACC 201 or GSB 505, ACC 202 or GSB 506, FIN 301 or GSB 509; or GSB 101 and 102)

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

GSB 561. MANAGERIAL INFORMATION SYSTEMS (3 sem. hrs.) Familiarizes the student with the principles and applications of modern computer-based information and decision support systems. Provides the student with the skills to apply the techniques of quantitative analysis and operations research in a wide variety of business situations, through analysis of case studies, which utilize a series of quantitative techniques. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ACC 201 or GSB 505; or GSB 101 and 102)

GSB 571. OPERATIONS MANAGEMENT (3 sem. hrs.) Develops the skills needed to reach organizational objectives by combining and transforming resources to increase value. Topics covered include operations decision making, capital budgeting, facility location, facility design, product design and mix, process planning, job design, materials management, inventory control, project management, and quality control through case study analysis. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ACC 201 or GSB 505; or GSB 101 and 102; GSB 521, GSB 531, GSB 541, GSB 551)

GSB 572. ORGANIZATIONAL BEHAVIOR (3 sem. hrs.) Application of the principles of career management, creativity and organization, interpersonal behavior, power and influence, and the social psychology of management to the business organization. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ECO 252 or GSB 508; or GSB 101 and 102)

GSB 573. HUMAN RESOURCE MANAGEMENT (3 sem. hrs.) The manager's role in the selection, appraisal, rewarding, and the development of people. Topics include hiring, internal movement of people, promotion, compensation principles, responsibility, autonomy, the corporate governance system, labor relations, and safety and health. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ECO 252 or GSB 508; or GSB 101 and 102)

GSB 575. MANAGEMENT (3 sem. hrs.) Development of executive leadership by application of the principles of planning, organizing, and controlling the activities of an organization, analysis of management methods, and development of the student's own management philosophy. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ECO 252 or GSB 508; or GSB 101 and 102)

GSB 576. COMPETITION AND STRATEGY (3 sem. hrs.) Formulation of strategy by the general manager through the creative combination of opportunities in the external industry environment, strengths and weaknesses of the firm, personal values of the key implementers, and societal expectations toward the firm. This course combines the knowledge of all the other courses in the program to develop the critical skills of analysis of corporations' strategic plans and formulation of the student's strategic plan for firms through case studies. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ACC 201 or GSB 505, FIN 301 or GSB 509; or GSB 101 and 102; GSB 511, GSB 512, GSB 521, GSB 531, GSB 541, GSB 551)

GSB 585. ENTREPRENEURSHIP I: CREATIVITY AND OPPORTUNITY (3 sem. hrs.) Entrepreneurship is a process of creativity and innovation. Creating something new can be in the form of a tangible product, a service, a new market, a new organizational structure, or a new process. Innovation is the act of implementing the creation. If the innovation is successful, net value has been created in society. This net value can be monetary or non-monetary. This course focuses on demonstrating that creativity can be stimulated within the context of entrepreneurship, or more broadly, in general management. It is intended for students who want to be creative in developing a new opportunity either in a new or existing firm or who want to stimulate creativity in the people they lead. (Prerequisites: ACC 201 or GSB 505, ECO 251 or GSB 507, MTH 210 or GSB 510; or GSB 101 and 102; or permission from the Program Director) Note: Students registered for GSB 585 will be contacted before the first class to arrange a mutually agreeable common group time and day to meet.

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

GSB 587. ENTREPRENEURSHIP III: INNOVATION AND PLANNING (3 sem. hrs.) Preparation and writing

of a detailed business plan for the specific entrepreneurial opportunity selected in GSB 585 and developed in GSB 586. Key components will include the market, market strategy, product/service offerings, costing, demand, competitive analysis, production and operations, and financial projections. (Prerequisite: GSB 586)

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

GSB 591. INTERNATIONAL STUDY & TRAVEL (3 sem. hrs.) This option is available to MBA students in their last term at Heidelberg University. Students will spend about one to three weeks in residence at an international site. The content, emphasis, and location of this course vary from year to year. Visits to business and government operations will leave time for a personal agenda. This course is offered occasionally depending on student demand. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ECO 252 or GSB 508; or GSB 101 and 102; GSB 531, GSB 533)

GSB 595. MBA FIELD STUDY I (3 sem. hrs.) Field study projects involve a student team who works with a faculty supervisor on a business problem of profit or nonprofit clients. Issues will vary depending on the project and come from broad areas such as business strategy, organization structure and control systems, work relationships and processes, market information, etc. This course, the first of two, involves in-class preparation and introduces the student to the concepts of team management, client relationships, interviewing, using library resources, questionnaire design, the written report and oral presentation. Projects are done with the cooperation of the Heidelberg Business Institute. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ACC 201 or GSB 505, FIN 301 or GSB 509; or GSB 101 and 102; GSB 512, GSB 521, GSB 531, GSB 541, GSB 551)

GSB 596. MBA FIELD STUDY II (3 sem. hrs.) This course involves the applications of the concepts learned in GSB 595 whereby students negotiate the contract, define the issues, collect the data, do the field interviews, questionnaire design, and develop the written and oral report for the client. Projects are done with the cooperation of the Heidelberg Business Institute. (Prerequisites: MTH 210 or GSB 510, ECO 251 or GSB 507, ACC 201 or GSB 505, FIN 301 or GSB 509; or GSB 101 and 102; GSB 512, GSB 521, GSB 531, GSB 541, GSB 551, GSB 595)

MASTER OF MUSIC EDUCATION PROGRAM

MISSION STATEMENT

The mission of the Master of Music Education degree at Heidelberg University is: 1) to enable students to enhance their competence as music teachers by increasing their knowledge in music content, pedagogy, and understanding of the learning process; 2) to produce graduates who base their philosophies and pedagogies upon research and critical thinking; 3) to produce leaders in music education through their teaching, service to the profession, and by enhancing the learning of students in their charge. The purpose of the Heidelberg MME degree is to develop graduates who are excellent musicians, teachers, and leaders within the music education community. The program is designed to develop experienced and knowledgeable teachers of music who consistently display the highest values of music making and teaching in their classrooms, ensembles, and studios.

PROGRAM GOALS

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

- Describing a personal philosophy of music teaching which reflects clear understanding of the purposes of music in historical and contemporary societies, and the necessity of music and the arts in an informed society;
- Demonstrating understanding of theories of music teaching and learning, including concepts of multiple intelligences;
- Demonstrating the ability to develop a varied music curriculum based upon pedagogy appropriate to the age and developmental level of their students;
- Describing the methods, purposes, and outcomes of research in music education;
- Synthesizing theory, knowledge and experience related to music education, music history, and music theory;
- Demonstrating the breadth of knowledge and creative and critical thinking skills to fully participate as effective teachers and leaders in the field of music education;

APPLICATION AND ADMISSION REQUIREMENTS

The Heidelberg MME program is not an initial licensure program, and does not lead to teaching licensure in Ohio. However, MME students might be eligible to apply for alternative licensure through the Ohio Department of Education.

Applications for admission to the Master of Music Education degree program should be sent to the Director of the MME program. Applications are processed on a rolling basis. Each application will be processed when the following have been received:

1. The completed Graduate Studies Application for Admissions. (\$25.00 fee waived if completed online.)
2. Transcripts will be accepted from a college or university accredited by the North Central Association of Colleges and Schools Higher Learning Commission or other regional accrediting commissions which have been recognized by the Council on Higher Education Accreditation (CHEA). Official (sealed) transcripts sent directly from a college or university reflecting:
 - a. A Bachelor's degree with a major in music.
 - b. A minimum cumulative GPA of 2.9 or higher on a 4.0 point scale.* Cases where a student attended multiple undergraduate institutions may be required to submit additional transcripts from those institutions.
3. Transcripts will be accepted from a college or university accredited by the North Central Association of Colleges and Schools Higher Learning Commission or other regional accrediting commissions which have been recognized by the Council on Higher Education Accreditation (CHEA). Official (sealed) transcripts sent directly from all colleges or universities where Master's level work has been in progress and/or completed.
4. Two letters of recommendation from qualified persons addressing the candidate's academic, musical, and teaching qualifications.
5. A copy of the applicant's teaching license or certificate when applicable.
6. Completion of the diagnostic examinations in Music Theory and Music History. Students

who do not receive a qualifying score on the diagnostic exams may be accepted on a conditional basis (see Conditional Acceptance).

After completing a minimum of six semester hours, an interview with the Director of the Master of Music Education program is required. As part of the interview, applicants will discuss their educational goals. Following the interview, the applicant will receive a written decision regarding the admission status. The Program Director reserves the right to make the final decision with regard to acceptance in the MME program, and also reserves the right to depart from and/or supplement the admission criteria based upon the best interests of Heidelberg University and the MME program. Please note that a performance audition is not required. Persons with teaching experience in a community college, music studio teaching, or other types of music teaching may be considered for participation in the program.

CULMINATING EXPERIENCE IN THE MME PROGRAM

A capstone experience is required for graduation in the MME program.

Students may choose either of two options, in consultation with their academic advisor:

1. Music Education Thesis: Students complete research in an area applicable to music education, prepare a document, and make an oral presentation of findings. Students may register for credit through MUS 599 while pursuing the project; a maximum of 4 hours credit from MUS 599 may be counted as electives toward completion of the degree. See course description for details.
2. Capstone Experience/General Examination (MUS 598): Students may enroll in MUS 598 after completion of the six required core courses (MUS 502, 522, 548, 563, 573, 574) and after completing a minimum of 24 hours of coursework. MUS 598 is intended as a general examination process in which students research and prepare responses to a series of questions based upon the degree coursework. See course description for details.

CONDITIONAL ADMISSION

Students who do not receive a qualifying score on the Diagnostic Examinations in Music Theory and Music History may be accepted on a conditional basis. Students who do not receive a qualifying score may take the review courses: MUS 521 and/or MUS 547. A grade of C+ or better in MUS 521 or MUS 547 will be considered a qualifying score on the Diagnostic Examinations. Credit earned in MUS 521 and MUS 547 does not count toward graduation.

Alternatively, students may elect to do individual remedial work and retake the Diagnostic Examinations at a later time. Examinations may be taken once during any Summer semester (consisting of two summer terms) or during any academic semester.

Providing all other requirements for admission are met, students may register for coursework in the MME program while on Conditional Acceptance. A maximum of 10 semester hours credit may be earned toward graduation while on Conditional Acceptance.

ADMISSION AS A “COURSEWORK ONLY” STUDENT

Persons wishing to earn graduate credit but not pursue a Master’s degree, or those who already have a Master’s degree may enroll as “Coursework only” for any course or workshop. “Coursework Only” students must submit the Application Form with the \$25.00 application fee (except for MUS 560 or if applying online) and send directly an official sealed college or university transcript showing at least a Bachelor’s degree from a regionally accredited college or university. Students having attended multiple undergraduate colleges or universities may be asked to submit those additional transcripts. The Program Director reserves the right to make the final decision with regard to granting permission for “Coursework only” students.

Students may complete up to 10 hours of graduate-level coursework at Heidelberg University prior to being admitted to the MME program and have the hours transfer to the degree program.

ADMISSION AS A WORKSHOP STUDENT

An applicant may be accepted for graduate workshops (MUS 560) with evidence of a Bachelor’s degree from a regionally accredited institution. A maximum of 4 hours of credit from MUS 560 may be applied toward the MME degree.

AVERAGE COURSE LOAD

Students following the three summer degree completion plan will generally take a minimum

of 8-10 hours of coursework per summer.

TIME LIMITATIONS

Students have a maximum of 8 calendar years from the date of the first course taken toward their graduate degree to complete the MME program. If the degree is not completed within 8 years, outdated courses will not be counted toward graduation credit and must be repeated. In the case of special circumstances, the student may petition the Director of the MME program for an extension.

TRANSFER CREDIT

Heidelberg University will accept up to 9 hours of graduate transfer credit to the Master of Music Education degree program. Several factors should be noted concerning transfer credit:

- 3. All transfer credit must have been completed within 6 calendar years of the first Heidelberg class taken. If accepted as transfer credit, these classes will be counted toward graduation.
- 4. Transfer credit will be given only for courses in which the grade received was “B” or better. Courses must be comparable in scope and intent to those in the Heidelberg Master of Music Education program. No transfer credit will be given for courses in which no letter grade was assigned (i.e. courses receiving “credit” or pass/fail grading).
- 5. Transfer credit will be evaluated by the academic advisor and approved by the Director of the Master of Music Education program.
- 6. Transfer credit does not affect the cumulative grade point average established at Heidelberg University.
- 7. Transfer credit earned through attendance at a professional music conference, including the Ohio Music Education Association conference, is limited to two credits when credit is earned from other accredited institutions. Four credits total may be applied to the MME degree through attendance at a professional music conference, at least two of those credits must be earned through Heidelberg University.

MASTER OF MUSIC EDUCATION CURRICULUM (30 SEM. HRS.)

Thesis Option

Required Courses (17-20 semester hours)

| | |
|--|-----|
| MUS 502 Research in Music Education | 3 |
| MUS 563 Music Teaching and Learning | 3 |
| MUS 573 Philosophy of Music Education | 3 |
| MUS 574 Curriculum Design in Music Education | 3 |
| MUS 522 Graduate Theory | 2 |
| MUS 548 Graduate History | 2 |
| MUS 599 Music Education Thesis | 1-4 |

Elective Courses (10-13 semester hours)

A minimum of 6 semester hours of electives must have the MUS prefix.

| | |
|---|-----|
| MUS 500 Music Ensemble | 1 |
| MUS 503 Creativity and Madness | 3 |
| MUS 513 World Music | 2 |
| MUS 515 Technology for Music Educators | 2 |
| MUS 525 Applied Instruction | 1-2 |
| MUS 530 Sociology of Music Education | 3 |
| MUS 560 Special Topics in Music Education | 1-2 |
| MUS 595 Directed Readings in Music | 1-2 |
| MUS 596 Independent Study | 1-2 |
| EDU 500 Instructional Theory and Practice | 3 |
| EDU 504 Professional Ethics | 3 |
| EDU 520 Technology and Education | 3 |
| EDU 522 Introduction to Data Analysis | 3 |
| EDU 527 Child & Adolescent Development | 3 |
| OR COU 503 Human Growth and Development | 3 |

General Examination Option

Required Courses (17 semester hours)

| | |
|---|-----|
| MUS 502 Research in Music Education | 3 |
| MUS 522 Graduate Theory | 2 |
| MUS 548 Graduate History | 2 |
| MUS 563 Music Teaching and Learning | 3 |
| MUS 573 Philosophy of Music Education | 3 |
| MUS 574 Curriculum Design in Music Education | 3 |
| MUS 598 Capstone Experience | 1 |
| Elective Courses (13 semester hours) | |
| A minimum of 6 hours of electives must have the MUS prefix. | |
| MUS 500 Music Ensemble | 1 |
| MUS 503 Creativity and Madness | 3 |
| MUS 513 World Music | 2 |
| MUS 515 Technology for Music Educators | 2 |
| MUS 525 Applied Instruction | 1-2 |
| MUS 530 Sociology of Music Education | 3 |
| MUS 560 Special Topics in Music Education | 1-2 |
| MUS 595 Directed Readings in Music | 1-2 |
| MUS 596 Independent Study | 1-2 |
| EDU 500 Instructional Theory and Practice | 3 |
| EDU 502 Educational Research | 4 |
| EDU 503 Educational Statistics & Research Design | 4 |
| EDU 504 Professional Ethics | 3 |
| EDU 520 Technology and Education | 3 |
| EDU 527 Child & Adolescent Development | 3 |
| OR COU 503 Human Growth and Development | 3 |
| EDU 528 Motivation to Achieve | 3 |

MUSIC EDUCATION COURSE DESCRIPTIONS

MUS 500. MUSIC ENSEMBLE (1 sem. hr.) MUS 500 is available to graduate students with permission of the ensemble director and the Director of the MME program. Ensembles meet at designated times in late-afternoon and evening periods. Ensembles regularly perform on campus and also for off-campus venues, and program standard and contemporary literature of the highest artistic standards. Most ensembles require an audition. May be repeated up to 4 hours of elective credit for the MME program. Offered Fall and Spring annually.

MUS 502. RESEARCH IN MUSIC EDUCATION (3 sem. hrs.) This course will examine music education research from two perspectives: locating, reading, and understanding research; and designing and conducting research studies. It will describe historical, experimental, descriptive, philosophical, and analytical research in music education with a particular emphasis on using research results to inform and guide the teacher in planning and organizing their own instruction. The course is of particular import to students desiring to pursue doctoral-level work in music education; however, it is equally useful to students who wish to improve their own base of knowledge and skill as music teachers. (Summer only.)

MUS 503. CREATIVITY AND MADNESS (3 sem. hrs.) This course examines the creative act in artists, including painters, musicians, and composers, writers, and other creators. It interprets creativity as a departure from the norm in thinking, and examines the complex ways in which creative persons interact with the world around them. The course centers on the lives and works of artists in a variety of media and their creativity. A second concentration is upon developing individual creativity among class members, as well as applying creativity in their professional teaching. Offered summers only.

MUS 513. WORLD MUSIC (2 sem. hrs.) An introduction to the discipline of ethnomusicology. This course will examine the music of diverse cultures, with a special emphasis on non-western music, both traditional and popular. Social and cultural backgrounds of selected geographical regions will be explored in terms of their influence on musical traditions. Structured listening and performance experiences both in and out of the classroom will enable students to develop an expanded vision of musical style and expression. Offered summers only.

MUS 515. TECHNOLOGY FOR MUSIC EDUCATORS (2 sem. hrs.) An overview of music technology resources for the professional teacher and musician. Students will have direct experience with a variety of music technologies, selected from the following areas: electronic music instruments, music production (recording), music notation, technology-assisted teaching and learning, and classroom tools. Offered summers only.

MUS 521. GRADUATE THEORY REVIEW (2 sem. hrs.) This course will enable students to review fundamental concepts in the areas of written skills, analytic technique and aural training. Basic concepts of part-writing and voice-leading will be reviewed in relation to the study of diatonic and chromatic harmony. Selected works for analysis will re-introduce basic analytic techniques for the music educator. Aural training exercises will enable students to regain previous skills in the recognition of elementary harmonic/melodic materials. MUS 521 is only required for students who fail to pass the entrance exam in Music Theory. Successful completion of MUS 521 or qualifying score on the music diagnostic examinations is a prerequisite for MUS 522, Graduate Theory Seminar. Credit earned for MUS 521 does not apply toward completion of the MME degree. (Summer only.)

MUS 522. GRADUATE THEORY SEMINAR (2 sem. hrs.) This course will examine selected musical compositions from a variety of performance mediums (instrumental, keyboard, vocal) as a way to develop an understanding of the word “quality” and how it relates to a given piece of music. A historic overview of the works analyzed in class and in student assignments will enable students to recognize significant characteristics of music related to the following categories: melody, harmony, rhythm, timbre, texture, form. Philosophical discussions of the word “quality” through selected readings and class discussion will challenge students to develop a musical explanation of this concept. Prerequisites: MUS 521 or a qualifying score on the Music Diagnostic Examination. (Summer only.)

MUS 525. APPLIED INSTRUCTION (1-2 sem. hrs.) A series of individual applied lessons in keyboard, voice, woodwind, brass, and percussion instruments. Students will work to develop a broad-based repertoire appropriate to their performance level, as well as concentrating on musical technique, performance practice, and pedagogy. Enrollment requires permission of the chair of the Department of Music. Repeatable to a maximum of 4 credit hours. An applied lesson fee is required.

MUS 530. SOCIOLOGY OF MUSIC EDUCATION (3 sem. hrs.) This course will analyze the effects of society, culture and musical behavior on activities, attitudes and learning behaviors in public school music education. (Summer only; offered even-odd summers)

MUS 547. Review GRADUATE HISTORY REVIEW (2 sem. hrs.) This course traces the history and development of Western art music from antiquity to the present. Nominally, it is a review of the traditional undergraduate music history curriculum; however, its purpose is also to introduce students to graduate-level thinking about music history and to prepare them for MUS 548. Students will review and summarize the stylistic characteristics and theoretical concerns of the music of each of the six major eras in music history: Medieval, Renaissance, Baroque, Classical, 19th Century and Modern. Seminal composers are examined, including a survey of their principal works. To develop historical perspective, both musical and otherwise, students will create comparative timelines that list major-musical events side-by-side with other significant historical events. Successful completion of MUS 547 or a qualifying score on the Music Diagnostic Examination is a prerequisite for MUS 548. Credit earned for MUS 547 does not apply toward completion of the MME degree. (Summer only)

MUS 548. GRADUATE HISTORY SEMINAR (2 sem. hrs.) This course explores specific topics and themes in music history — from antiquity to the present — that open onto larger cultural contexts and interdisciplinary lines of inquiry. The seminar is based on active discussion and student research with a depth and a focus not possible in a traditional survey course, and will develop the student’s critical thinking skills, as well as the ability to write and talk about music in meaningful ways. Topics rotate yearly. Successful completion of MUS 547 or a qualifying score on the Music Diagnostic Examination is a prerequisite for MUS 548

MUS 560. SPECIAL TOPICS IN MUSIC EDUCATION (1-2 sem. hrs.) A series of rotating seminar/workshops exploring topics relevant to practical teaching applications for music educators. Each workshop will focus on a topic of general interest, and will feature presentations from Heidelberg music faculty members and visiting clinicians with expertise in the specific area. Clinicians will be chosen based upon recognized accomplishment in the field, and will be experienced both in the content area and in instruction of practicing music educators. The seminar/workshops will meet for a minimum of twenty contact hours. Each seminar/workshop will culminate in the development of an individual project related to the workshop topic and the student’s teaching experiences.

MUS 563. MUSIC TEACHING AND LEARNING (3 sem. hrs.) This course examines contemporary theories of learning, and in particular their application in music teaching. Howard Gardner’s revolutionary Theory of Multiple Intelligences will be used as a beginning point for the course, especially its implications for the development of musical intelligence. A number of other theories of learning will be explored, including learning in various domains, most especially those of greatest importance to music teachers: cognitive, affective, and psychomotor. The course will emphasize understanding and utilization of learning theories in formulating strategies for teaching music at various **age levels**. (Summer only)

MUS 573. PHILOSOPHY OF MUSIC EDUCATION (3 sem. hrs.) This course is an examination of current and historical philosophical issues in music education. For more than fifty years, philosophy in music education has been based upon the widely-accepted concept of Music Education as Aesthetic Education (MEAE). Based upon the work of Suzanne Langer and Robert Mursell, and later expanded by thinkers such as Robert House and Bennett Reimer, the foundations of music education have rested upon an understanding that the essential worth of music –and therefore music education– is inherent in the aesthetic qualities embodied in musical works. More recently, philosophers in music education have begun to question the central premises of this thinking, and postulating a newer, more inclusive philosophical basis for the understanding and teaching of music. This course will examine the historical philosophy of music education, new directions in understanding music, and assist students in forming their own philosophy; a philosophy which will guide their actions as teachers and musicians. (Summer only)

MUS 574. CURRICULUM DESIGN IN MUSIC EDUCATION (3 sem. hrs.) This course involves an in-depth examination of music curricula, including the foundations and historical context of music education in the schools, curricular innovations in music in the second half of the twentieth century, contemporary sources for music education materials, and assessment of student learning. It will include examination of materials appropriate both to instruction of younger students and secondary-level students. (Summer only)

MUS 595. DIRECTED READINGS IN MUSIC (1-2 sem. hrs.) This course is intended to allow intense, research or project-related study in an area applicable to music education. Examples of such study would include additional research or readings in music theory or history; conducting; arranging and/or composition; pedagogy specific to a given performance area; specific techniques or philosophies in music education; or other areas of study which would serve to improve the student's knowledge and skills in music teaching. Directed Readings proposals require permission of a faculty mentor, the student's advisor, and the Director of the MME program. Students wishing to register for MUS 595 must complete the learning contract for the course, listing specific readings and educational outcomes. Work will be thoroughly documented, and completed under the direction of a faculty mentor. Course may be repeated for up to 4 credit hours toward the degree.

MUS 596. INDEPENDENT STUDY (1-2 sem. hrs.) This course is intended to provide an opportunity for students to investigate an area normally not contained in existing courses in the Master of Music Education curriculum. Students are to identify the topic and method of investigation. Students are to complete an Independent Study contract, clearly specifying the objectives, procedures, and rationale for the independent study. An instructor's approval is required prior to registering for MUS 596, as well as approval of the student's advisor and the Director of the Master of Music Education program. Course may be repeated for up to 4 credit hours toward the degree.

MUS 598. CAPSTONE EXPERIENCE (1 sem. hrs.) This course is a culminating experience in the MME curriculum. By completing MUS 598 successfully, students will demonstrate mastery of coursework in the entire degree program, critical thinking skills in the discipline, and an ability to identify appropriate sources, as well as demonstrating written and oral skills appropriate to an advanced degree in music education. Successful completion of either MUS 598 or MUS 599 is required for completion of the degree. Prerequisites: MUS 502, 522, 548, 563, 573, 574; completion of a minimum of 24 hours of coursework in the MME program.

MUS 599. MUSIC EDUCATION THESIS (0-2 sem. hrs.) This is a culminating course in the MME degree program intended to allow research in an area applicable to music education. The student may elect a project in music theory or history; conducting; arranging and/or composition; pedagogy specific to a given performance area; specific techniques or philosophies in music education; or other areas of study which would serve to improve the student's knowledge and skills in music teaching. The student may choose a practicum approach in which the student plans, implements, evaluates, and reports on an action research that stems from the student's professional environment. To register for MUS 599 the student must complete a Learning Contract that requires the permission of a faculty mentor, the student's advisor, and the Director of the M. M. E. program. Successful completion of either MUS 598 or MUS 599 is required for completion of the degree. Prerequisites: MUS 502, 522, 548, 563, 573, 574, and completion of a minimum of 24 hours of coursework in the MME program. MUS 599 is repeatable to a maximum of 4 hours. After initial enrollment in MUS 599, students stay continuously registered until completion. Students must register for at least one semester hour credit during the term in which the Thesis is completed.

REGISTER OF THE UNIVERSITY

THE CORPORATION

The Corporate name of the institution is Heidelberg University. The State of Ohio has vested its control in the hands of a Board of Trustees, constituted at present as follows:

EMERITI TRUSTEES*

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Vice President for Enrollment Management

B.S., Muskingum University; M.B.A., Western Michigan University.

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Vice President for University Advancement and Marketing

B.A., Lafayette College.

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Vice President for Administration and Business Affairs
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Chief Human Resources officer; Title IX Coordinator
B.A., Ohio University; M.L.H.R., The Ohio State University.

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Vice President for Academic Affairs and Provost; Professor of Psychology
B.A., Colby College; M.A., Ph.D. State University of New York – Buffalo.

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Executive Assistant to the President, Provost and Board of Trustees
A.S., Terra State Community College; B.B.A., Tiffin University.

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Dean of the School of Business, Computer Science and Information Technology; Professor of Finance; John and Patricia Adams Foundation Chair in Business
B.S., University of Texas; M.B.A., Jacksonville State University; Ph.D., University of Mississippi.

CAROL E. DUSDIEKER, 2011–

Director of the School of Music and Theatre; Assistant Professor of Voice
B.Mus. University of Iowa; M.M., D.M., Indiana University.

KAREN A. JONES, 2012–

Director of Education Programs; Assistant Professor of Middle School/Secondary Education
B.A., The Ohio State University; M.A., Ed.D., Ashland University.

JO-ANN LIPFORD SANDERS, 1997–

Dean of the School of Education and Counseling; Professor of Counseling
B.L.S., M.A., Bowling Green State University; Ph.D., Kent State University.

MARJORIE C. SHAVERS, 2013–

Program Director of Masters of Counseling; Assistant Professor of Counseling
B.S., M.A., Ph.D., The Ohio State University.

FACULTY

HASEEB J. AHMED, 2011–

Dean of the School of Business, Computer Science and Information Technology; Professor of Finance
B.S., University of Texas; M.B.A., Jacksonville State University; Ph.D., University of Mississippi.

MICHELE D. CASTLEMAN, 2012–

Assistant Professor of Education
B.A., Michigan State University; MFA, Chatham College; Ph.D., The Ohio State University.

JOHN P. COOK, JR., 1995–

Associate Professor of Finance and Accounting
B.A., Heidelberg College; M.B.A., Bowling Green State University; Ph.D., University of Kentucky.

CAROL E. DUSDIEKER, 2011–

Director of the School of Music and Theatre; Assistant Professor of Voice
B.Mus. University of Iowa; M.M., D.M., Indiana University.

BRIAN V. HALEY, 1989–

Professor of Education and History; Swinehart Family Endowed Chair in Education
A.B., City of Leeds and Carnegie (England); M.A., Kent State University;
Ed.D., University of Toledo.

ROBIN L. HEATON, 2014–

Assistant Professor of Communication
B.A., Loyola Marymount University; M.A., California State University; Ph.D., University of Utah.

KAREN A. JONES, 2012–
Director of Education Programs; Assistant Professor of Middle School/Secondary Education
 B.A., The Ohio State University; M.A., Ed.D., Ashland University.

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Associate Professor of Business Administration
 B.S., The Ohio State University; M.B.A., Ashland University; D.M. Case Western Reserve University.

OMAR R. MALIK, 2015–
Associate Professor of Management
 B.A., University of Punjab, Lahore; M.B.A., Lahore University of Management Sciences; Ph.D., Temple University.

DOUGLAS McCONNELL, 2000–
Professor of Composition and Music; Director of Music Programming; Music Technology Coordinator
 B.A., Wittenberg University; M.M.D.M.A., College Conservatory of Music, University of Cincinnati.

DIANE K. MONACO, 2013–
Assistant Professor of Economics
 B.A., Wayne State University; M.A., University of Akron; Ph.D., Wayne State University.

GREGORY A. RAMSDELL, 2008–
Associate Professor of Music; Director of Choral Activities
 B.Mus., M.Mus., D.M.A., University of Kansas.

JO-ANN LIPFORD SANDERS, 1997–
Dean of the School of Education and Counseling; Professor of Counseling
 B.L.S., M.A., Bowling Green State University; Ph.D., Kent State University.

MARJORIE C. SHAVERS, 2013–
Program Director of Masters of Counseling; Assistant Professor of Counseling
 B.S., M.A, Ph.D., The Ohio State University.

KRISTEN K. WILLIAMS, 2010–
Associate Professor of Education
 B.S., M.S., Ph.D., Ball State University.

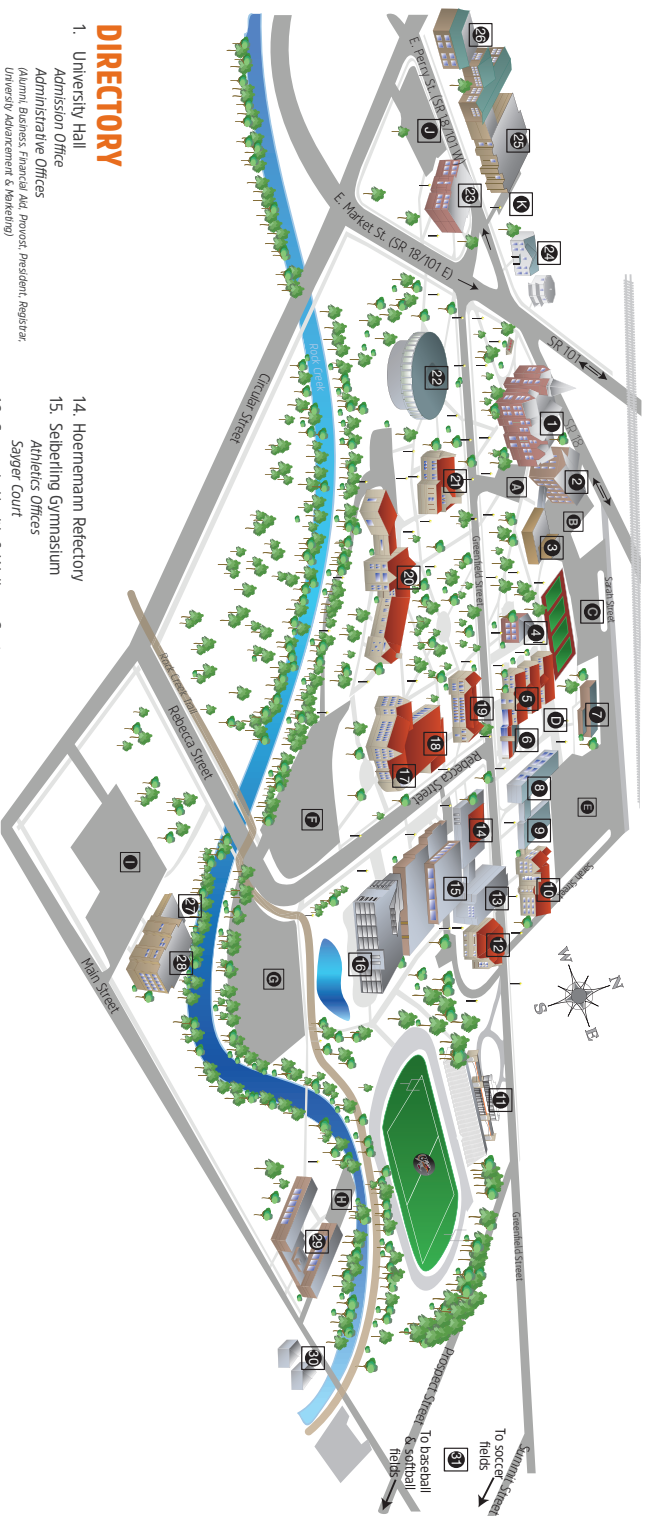
MAEF WOODS, 2013–
Assistant Professor of Accounting
 B.S., Iowa State University; M.Acct., Wright State University; Ph.D., University of Cincinnati.

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| | |
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| Jennifer Damm, M.A. | Counseling |
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| Kurt Loeffler, M.B.A., CFA | Business |
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| Terry Phillips, M.Ed. | Education |
| Suzanne Reinhart, M.Ed. | Counseling |
| Walter Ryley, M.A., A.B.D. | Business |
| Rufus G.W. Sanders, Ph.D. | Counseling |
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4. Bryenton Honors Center
5. Talmage Residence Hall
6. The University Commons
Berg Bistro 1850
7. Krammes Service Center
8. Brown Residence Hall
9. Lavelly-Sheddenhelm Education Center
10. France Residence Hall
11. Hoernemann Stadium and The Fox Den Alumni Center
Rieser Field
Mayer Field
12. Willard Residence Hall
13. Miller Residence Hall
14. Hoernemann Refectory
15. Seiberling Gymnasium
Athletics Offices
Sanger Court
16. Sauwein Health & Wellness Center
17. Gilmore Science Hall
18. Bareis Hall
19. Adams Hall
20. Campus Center
Bookstore
Owen Center for Academic & Career Support
Rock Creek Express
Safety & Security
Stone Health & Counseling Center
Student Affairs Offices
Wickham Great Hall
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22. Beeghly Library
Instructional Resource Center
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24. Fine Arts Building
25. Brenneman Music Hall
On Concert Hall
26. College Hill Apartments
27. Media Communication Center
WTF Radio
28. Krieg Residence Hall
29. King Residence Hall
30. Senior Apartments
31. Athletic Facilities
Peaceful Valley, baseball & softball
Hidden Valley, soccer

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