

HEIDELBERG UNIVERSITY

2014-2015 Graduate Catalog



HEIDELBERG  UNIVERSITY
Graduate Studies Catalog
2014-2015

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

Authorized by:
Ohio Board of Regents

Accredited by:
The Higher Learning Commission of the North Central Association of Colleges and Schools

Heidelberg University
Tiffin, Ohio 44883

Graduate Studies Calendar

► FULL TERM COURSES *(Tiffin Campus and Maumee Campus at Arrowhead Park)*

Fall 2014 **All Programs**

Classes Begin	Aug. 25
Last Date to Add.....	Sept. 2
Last W/D Date	Oct. 31
Classes End.....	Dec. 10
Grades Due.....	Dec. 15

Spring 2015

Classes Begin	Jan. 12
Last Date to Add.....	Jan. 20
Last W/D Date	Mar. 20
Classes End.....	May 6
Grades Due for Graduating Students	May 7
Grades Due.....	May 12

► 8 WEEK COURSES *(Tiffin Campus and Maumee Campus at Arrowhead Park)*

Fall 2014 **Counseling/Edu/Music** **Business**

<i>Term 1</i>		
Classes Begin	Aug. 18	Aug. 20
Last Date to Add.....	Aug. 25	Aug. 27
Last W/D Date	Sept. 19	Sept. 26
Classes End.....	Oct. 10	Oct. 14
Grades Due.....	Oct. 17	Oct. 17

<i>Term 2</i>		
Classes Begin	Oct. 13	Oct. 15
Last Date to Add.....	Oct. 20	Oct. 22
Last W/D Date	Nov. 14	Nov. 21
Classes End.....	Dec. 10	Dec. 11
Grades Due.....	Dec.15	Dec. 15

Spring 2015

<i>Term 1</i>		
Classes Begin	Jan. 7	Jan. 7
Last Date to Add.....	Jan. 14	Jan. 14
Last W/D Date	Feb. 13	Feb. 13
Classes End.....	Mar. 6	Mar. 3
Grades Due.....	Mar. 10	Mar. 10

<i>Term 2</i>		
Classes Begin	Mar. 9	Mar. 4
Last Date to Add.....	Mar. 16	Mar. 11
Last W/D Date	Apr. 10	Apr. 10
Classes End.....	May 6	Apr. 28
Grades Due for Graduating Students	May 7	May 7
Grades Due.....	May 12	May 12

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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.

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

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

Notice of Nondiscriminatory Policy

From its founding, Heidelberg University has believed in the dignity of the individual, and it is an affirmative action, equal opportunity institution. Heidelberg does not discriminate on the basis of race, color, national and ethnic origin, religion, age, political affiliation, socioeconomic status, gender, sexual orientation or disability in the administration of its admission policies, educational policies and programs, financial aid programs, employment practices, and athletic and other university-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 employers, etc. Read the full FERPA policy located on the Registrar’s website.

THE UNIVERSITY

Heidelberg is a university of both change and continuity. Proud of its over 165-year tradition, Heidelberg continues to be dedicated toward a liberal arts education, a path the University has followed since its founding when it educated ministers.

Today, because men and women change goals and careers with frequency during their lifetimes, Heidelberg’s mix of a liberal arts education with career opportunities offers students a solid base on which to grow in their professional and personal lives.

A liberal arts education expands knowledge, sharpens the intellect and explores cultural frameworks so that men and women can shape their values and their lives perceptively and with vision. Career opportunities afford time for looking at professional options, for developing marketable skills and for gaining real-world experience.

HISTORY

Heidelberg was founded in 1850 by members of the German Reformed Church who named the University after the Heidelberg Catechism of 1563. Seeking to minister to the German population of Ohio, the founders of the University established a church-affiliated institution staffed by a largely theologically trained faculty. Into the 1890s and beyond, the ideal of training Christian scholars persisted as the goal of a Heidelberg education.

No laymen served as President of the University until after World War II. Heidelberg tenured faculty members were required to be members of a Christian faith until the early 1970s. The United Church of Christ denomination was formed in 1957 by a merger of the Evangelical and Reformed Church with the Congregational Christian Churches.

In becoming an independent, church-related, liberal arts educational institution, Heidelberg has interpreted the educated person to be an individual who can articulate the relationship between academic learning and learning for life. Today, Heidelberg welcomes students, faculty and staff from all faith traditions.

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 over 1,400 students in all programs.

HISTORY OF GRADUATE STUDIES AT HEIDELBERG

The Master of Arts in Education degree program was authorized by the Ohio Board of Regents in December 1986. The Ohio Board of Regents reauthorized the Master of Arts in Education program in 1991 and again in February 1996.

The Master of Arts in Counseling degree program was authorized by the Ohio Board of Regents in November 1988 and reauthorized in February 1996. In March 1991, the Ohio Counselor and Social Worker (OCSW) Board granted approval for successful degree recipients to sit for the Licensed Professional Counselor examination. In November 1991, the OCSW Board gave its approval of advanced coursework to enable candidates in the community counseling concentration to qualify to sit for the Licensed Professional Clinical Counselor examination. Approval for successful degree recipients to sit for the School Counselor Licensure was approved by the Ohio Board of Education in May 1991. In September 1998, January 2009, and December 2013 reauthorization was granted by the Ohio Counselor, Social Worker, & Marriage/Family Therapy Board (OCSWMRT) for the Licensed Professional Counselor and Licensed Professional Clinical Counselor levels until December 31, 2017.

The Master of Business Administration degree program was authorized by the Ohio Board of Regents in February 1996. Heidelberg University’s School of Business is currently a candidate for accreditation with the Accreditation Council For Business Schools & Programs.

The Master of Music Education degree program was approved by the Ohio Board of Regents in October, 2008 and by the Higher Learning Commission of the North Central Association and the National Association of Schools of Music in November, 2008. Coursework for this program was first offered in June, 2009.

ACCREDITATION AND AFFILIATION

Heidelberg University has continuously been accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools 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>.

The University's Master of Arts Degree in Counseling is recognized and approved by the Ohio Board of Regents and the Ohio Counselor, Social Worker, and Marriage/Family Therapy Board. The Community 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 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.

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

The University is an institutional member of the Council for Higher Education of the United Church of Christ, the American Association of Colleges for Teacher Education, the Ohio Foundation of Independent Colleges, Inc. (OFIC), the Council for Independent Colleges, (CIC), the Association of Independent Colleges and Universities in Ohio (AICUO), the Ohio College Association and the College Entrance Examination Board. Heidelberg is recognized by the American Association of University Women with its membership rights and privileges.

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 & SERVICES

Heidelberg University Main Campus

Heidelberg University is located on a 125-acre campus 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 79 to 154 years are entered in the National Register of Historic Places.

Heidelberg University Maumee Campus at Arrowhead Park

In 1989, Heidelberg University initiated its off-campus undergraduate degree completion program in Arrowhead Park, Maumee, Ohio. In 1997, the program moved to a new facility featuring mediated classrooms, a library and computer lab, student lounge, and bookstore. The campus will close in the Summer of 2015. Some graduate coursework is offered at this location and is indicated on the schedule. Heidelberg University at Arrowhead Park is located at 1757 Indian Wood Circle, Maumee, Ohio 43537.

Library Facilities

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 90 Ohio libraries. Services include in-person and virtual reference assistance, access to on-site and off-site information, and library research classes. The library web site provides access to the Library Catalog, research databases, and information on services. Circulation policies for items owned by Beeghly Library and for items borrowed from other OhioLINK and OPAL Libraries are also available on the library web site.

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

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

Computer Centers

Computer centers are available for student use Bareis Hall Computer Center, Main Campus and at the Arrowhead Park. Visit the Computer, Network, and Information Technology (CNIT) website for additional information.

Student Health Services

The Stoner Health Center at Heidelberg University is a modern clinical and health and wellness service facility servicing residential students. The center is open Monday through Friday from 7:15 a.m. – 3:15 p.m. when classes are in session. A medical doctor (MD) is available at the center Monday through Friday mornings when classes are in session.

Emergency medical services are provided on a 24 hour basis by the Emergency Care Center at Tiffin Mercy Hospital. This facility is located at 45 St. Lawrence Drive, about three miles west of the Heidelberg campus.

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.

Owen Academic and Career Support Center

The Owen Academic and Career Support Center promotes the academic excellence and career development of all Heidelberg students. In order to maximize potential, all students are encouraged to take advantage of the integrated services the Owen Academic and Career Support Center provides. Private tutoring is available in all academic areas and study groups are organized on an as needed basis. Writing assistance is available for drafting and editing of assignments. Students with documented learning disabilities are encouraged to contact the Owen Academic and Career Support Center staff to arrange for appropriate accommodations.

Additionally, the Office assists first- and second-year students with identifying majors through individual career advising, personal assessment and providing guidance for career exploration and life planning. Assistance in internships and full-time job and/or graduate school investigation and application is also available. Juniors and seniors are supported throughout their job search process, from development of a professional résumé to negotiating multiple job offers. 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. ID cards may also be used for admission to Heidelberg athletic events.

You may also take advantage of student rates for the Heidelberg Theatre and receive discounts at participating area restaurants. YMCA privileges, however, are not available to graduate students. 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 OASIS2 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 2014 through Summer 2015 while policies and program information start with the Summer 2014 through Spring 2015 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 2014-2015	\$480 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 2014-2015	\$480 per credit hour
Workshop Tuition	\$480 per course
Workshop Unauthorized Drop Fee	50% of course tuition
Printing/Binding Fee (EDU 580A, 590A)	\$25.00
Course Fee (EDU 580B, 590B, 580C, 590C)	\$50.00

Master of Business Administration

Tuition 2014-2015	\$750 per credit hour
Full-time MBA	\$9,555/semester
Ivy Software Prerequisite Courses	\$90 per course
Ivy Software Fee (subject to change)	\$60 per course

Master of Music Education

Tuition 2014-2015	\$480 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 course work 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 and found on the financial aid website.

PRIVATE LOAN INFORMATION

Private Educational Loans are also available regardless of enrollment status or financial need. A list of suggest 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 calculated is completed by the Director of Financial Aid and loans funds are returned to the lender 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.

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 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

AUDITS

A student who wishes to attend a class but who does not wish to receive a grade of credit for the course must consult with the Director of the appropriate program. A student must declare the auditor status in a course by the “Last day to Add Classes.” The degree of class participation acceptable or required shall be determined between the student and the instructor and listed on the Audit Form, which is available in the Office of the Registrar. The completed audit form will remain on file in the Office of the Registrar. The class audited shall be noted on the transcript, and the instructor will award the grade of “AU,” if students fulfill the performance requirements outlined on the audit form, or the grade of “U,” if students fail to meet these requirements. Course audits 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 OASIS2 when within the policy dates. Official dates are listed on the University website. A student with an account hold preventing OASIS2 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 OASIS2 up to five business days after the first day of classes without permission from the instructor and the Director/Associate Dean or designee.

Course Drop

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

A student is permitted to drop a class without receiving an official grade “WF” via OASIS2 until the Friday on week ten of a semester. For terms running in eight week sessions, the Friday of week five is the last day to drop. For terms running in four week sessions, a student has until the Friday of week three to drop a course. For all other terms, the goal of the drop policy is to offer a student the opportunity to complete 60% of the course before deciding to drop.

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

Course Drop/Withdrawing From The University

Students may drop individual courses online. However, if a student wishes to drop their LAST course and withdraw for the semester he/she must complete the OASIS online withdrawal process. There is a financial penalty for withdrawal from a class after the beginning of classes. A student who ceases to attend classes but does not officially withdraw will receive a grade of “F or FN” at the end of the semester. A grade of “W” is recorded for each course dropped before the last day to drop courses. Grade of “W” is not calculated into the GPA. A grade of “WF” is recorded for each course dropped after the last day to drop courses. Grade of “WF” is calculated into the GPA and grounds for dismissal from the program.

CREDIT HOUR

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

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

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

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.

GRADE APPEALS POLICY

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. No grade appeal may be initiated until the Registrar has released the official grade to the student. The appeal process begins with the instructor who assigned the grade Grade Appeal. Students who wish to appeal a course grade must begin the process within the first regular semester following assignment of the final course grade. The complete Student Grade Appeal Policy is located in the Student Handbook. The student should meet with the instructor and attempt to resolve the dispute informally. Any such resolution of a grade appeal must be approved in writing by the instructor's Program Director and the Provost.

GRADE CHANGE POLICY

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 & 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 as specified in the Faculty Manual or (5) the Faculty has acted under the powers specified in the Faculty Manual. A course grade may not be changed after the date of a student's graduation.

GRADING SYSTEM

At the conclusion of each course, letter grades will be assigned to the student for the coursework. Grades will be expressed in the following manner: A, B, C, F, FN, I, PR, P, AU, U, W and WF. Quality points are assigned for each semester hour as follows: A = 4.000; B = 3.000; C = 2.000; F = 0; FN = 0; W = 0; WF = 0; AU = 0; U = 0. "I" and "PR" will be converted later.

Note: In academic year 2015-2016, the plus/minus grades will carry quality points. A- = 3.667; B+ = 3.333; B- = 2.667; C+ = 2.333; C- = 1.667.

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

INCOMPLETE GRADES

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

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, department chair, associate dean, 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 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.

International Students from outside the United States

1. Each Graduate Program has specific admission requirements. Please see the requirements for your Graduate Program.
2. Application Form Online
3. Official Academic Records, course-by-course, of completed education by one of NACES' agencies (naces.org).
4. Evidence of financial support* (all of the following):
 - A letter from your financial institution to prove 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)

International students from inside the United States

1. Each Graduate Program has specific admission requirements. Please see the requirements for your Graduate Program.
2. Application Form Online
3. United States 4-year-university transcripts sent directly from issuing institution.
4. Evidence of financial support* (all of the following):
 - A letter from your financial institution to prove 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)

*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.

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 OASIS2. 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. An activation form is required upon return to Heidelberg. Any required paperwork will be communicated by the graduate program admissions 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.

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

ACADEMIC STANDING

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

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

An "unattended C" means the following:

When a student receives a course grade of C, the student may repeat the course. If the student does so AND receives a course grade of B or better, the C is said to be "attended." When a student does not repeat a course in which he or she received a C, or, does repeat a course and again received a grade of C, the C is "unattended." This would mean that the second C would constitute grounds for dismissal from the program. In addition to these standards, the Director of each program will retain some flexibility in determining when a student is not in good academic standing. (See "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)

The following standards govern a student's repeating of a course:

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

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

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

- The student's GPA falls below 3.0 in any given semester.
- The student's behavior does not meet the standards of the profession as documented by the Program Director or the Vice President for Academic Affairs. (See "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. If the student is placed on probation a second time (after returning to good standing), the student will be dismissed from the program.

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

- 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 or register for future semesters or terms. The student has the right to appeal to the Academic Policies Committee.

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

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

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

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

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

When the decision is communicated to suspend or dismiss the student from the graduate program, the student has the right to appeal to the Academic Policies Committee. The student must make this appeal in writing, no later than ten business days prior to the first class day of the semester of Academic Suspension or Dismissal 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 Provost. The student must retake the course in which F or second unattended C was earned and receive a satisfactory grade (B or higher).

A student, who is reinstated in the program after a suspension, can enroll in the program coursework as soon as the next semester or term. A student who is readmitted in the program after a dismissal, however, must wait one calendar year from the date of dismissal before he or she can enroll in program coursework. When readmitted, the student will be accepted conditionally and must be on probation for a specific period of time, as indicated by the Program Director.

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

GRADUATION/COMMENCEMENT

Heidelberg University awards degrees three times per year, on December 22, in May, and on August 25. 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 timeline, all coursework including assignments and exams must be completed by these deadlines either at Heidelberg University, or with special permission at another institution.

Work 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 return 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 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. This program is designed to meet the academic requirements for those students who are seeking licensure as a Professional Counselor (PC), Professional Clinical Counselor (PCC), or a Professional School Counselor (PSC) in the state of Ohio.

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

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

- School Counseling (48 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

Students will:

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

Additionally, school counseling concentration and school licensure only endorsement students will:

- Have knowledge of administrative procedures, emerging technology, and organizational patterns.
- Understand the importance of a comprehensive developmental school counseling program to the total school curriculum.
- Experience various roles of the school counselor (e.g., advocate, consultant, counselor, and educator) as they deliver services within the three domains of social/personal, educational, and career counseling.

MAC STUDENT HANDBOOK

Specific policies and procedures 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.

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 Professional School Counselor (PSC) 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 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 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 Professional Counselor (PC) or Professional Clinical Counselor (PCC) 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 Professional School Counselor and with the Ohio Counselor, Social Worker, and Marriage and Family Therapy Board as a 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 community 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 Professional School Counselor and with the Ohio Counselor, Social Worker, and Marriage and Family Therapy Board as a 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 community counseling settings.

POST MASTERS SCHOOL COUNSELING ENDORSEMENT (PSCLE) PROGRAM

Any applicant, who already holds a Master's degree in counseling and is seeking school counseling licensure as a non-degree student, may apply for admission to the 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 Praxis 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 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 Director of Graduate Studies in Counseling. 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 12 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 transcripted 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 12 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
- Students receive a current copy of the Graduate Catalog 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, 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 School Counselor Licensure Endorsement Program (SCLE) 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 an 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, COU 522

Clinical Concentration Requirements: COU 580 Practicum in Clinical 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, all MAC candidates and Non-degree-seeking Post Master School Counselor Licensure Endorsement Program (SCLE) 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 school 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 48 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 (48 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 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 license exams as both Professional School Counselor and 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. 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 Masters Degree and wish to complete the Clinical Mental Health Counseling or the School Counseling Licensure concentrations, a maximum of 24 hours of counseling related coursework may be transferred. One half of all coursework must be completed at Heidelberg’s main campus. Transfer coursework effects 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 four courses)..... Semester Hours

COU 503 Human Growth and Development.....	3
COU 505 Techniques in Counseling.....	4
COU 506 Theories in Counseling.....	3
COU 509 Philosophy and History of Counseling	2

Core Courses

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

Electives (3 hrs of electives)

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

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

Required Courses and Field Experience

COU 512 Community Mental Health and 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
COU 609 Diagnosis of Mental & Emotional Disorders.....	3

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

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

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 four courses)..... Semester Hours

COU 503 Human Growth and Development.....	3
COU 505 Techniques in Counseling.....	4
COU 506 Theories in Counseling.....	3
COU 509 Philosophy and History of Counseling	2

Core Courses

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

Electives (3 hrs of electives)

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

COU 550 Independent Study.....	1-4
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(600-level courses may also be used as elective coursework, provided pre-requisites have been met.)

Required Courses and Field Experience

COU 519 Organization and Administration of School Guidance ...	3
COU 522 Counseling Children and Adolescents	3
COU 594 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 Endorsement for licensure must take both the Practicum in School Counseling and the Practicum in Clinical Counseling.

Off-Campus Course Offerings Arrowhead Park

The Counseling program also offers off-campus courses at the Arrowhead Park Campus in Maumee, leading to its Master of Arts in Counseling degree. Twenty-four of the forty-eight credit hours may be taken at Arrowhead Park. Transfer credit hours are considered as part of the 24 hour off-campus course load.

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 a variety of professional organizations including the American Counseling Association (ACA) and American Mental Health Counseling Association (AMHCA).

The Internship in Clinical 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 xregister 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 Supervising Professional Clinical Counselor (PCC-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 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. 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.
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.

COUNSELING COURSE DESCRIPTIONS

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

COU 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 (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 four courses.) (Fall, spring, summer)

COU 505. TECHNIQUES OF COUNSELING (4 sem. hrs.) The focus of this course will be the integration of counseling theory into practice. Students will be introduced to techniques, skills, and interventions of counseling applied to a variety of human problems. Using a seminar format inclusive of didactic and experiential learning, students will learn essential interviewing and counseling skills/techniques necessary to become effective counselors within a multicultural society. Students will also begin the process of developing a personal philosophy of counseling. Students will receive instruction on the development of a therapeutic relationship, establishment of appropriate counseling goals, intervention strategies design, client outcomes evaluation, and appropriate termination of the counselor-client relationship. A significant portion of the course uses simulated counseling experiences in the Counseling Laboratory where students are videotaped, observed and given supervision. Course MUST be taken as one of the first four courses at the main campus only. (Fall and spring)

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

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

COU 509. PHILOSOPHY AND HISTORY OF COUNSELING (2 sem. hrs.) This 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, 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, 506, 509) (Fall and summer)

COU 512. COMMUNITY 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 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, 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 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, 506, 509) (Fall, Spring, Summer)

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

COU 520. ELEMENTARY AND MIDDLE SCHOOL COUNSELING (3 sem. hrs.) This course is designed with a seminar/discussion focus where students will be exposed to the varied roles, duties, issues, and programs implemented by elementary and middle school counselors. This course will cover comprehensive and developmental guidance and counseling, ASCA national standards, and various topics from both texts pertinent to elementary and middle school counseling. A field experience and interview component is also utilized to expose students to the realities of school counseling. (Prerequisites: COU 503, 505, 506, 509) (Summer and as scheduled)

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

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

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

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

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 COUNSELING I (1-3 sem. hrs.) An advanced practice and application of clinical counseling principles with clients in an agency or human services setting under supervision by a 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 COUNSELING II (1-3 sem. hrs) A continuation of advanced practice and application of clinical counseling principles with clients in an agency or human services setting under supervision by a 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 end 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 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, and summer)

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

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

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

COU 609. DIAGNOSIS OF MENTAL AND EMOTIONAL DISORDERS (3 sem. hrs.) A study intended to acquaint the future counselor with the 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 (3 sem. hrs.) Examination of the field of abnormal behavior with emphasis on psychopathological conditions throughout the life-cycle. Personality theories and counseling approaches will be matched with appropriate psychopathologies. Students will be able to provide rationale and cite research which supports their choice of a particular intervention for use with a given problem area, population, age group, or cultural group. (Prerequisites: COU 508, 510, 511, 518, 537) (Fall)

COU 620. EVALUATION OF MENTAL AND EMOTIONAL STATUS (3 sem. hrs.) Students will be guided in using assessment procedures to diagnose and plan treatment. Focus will be on the administration, scoring,

interpretation, and write up of individual and group standardized tests of mental ability, personality, interest, achievement, and aptitude. Special emphasis will be given to use of 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 (3 sem. hrs.) Development of knowledge and skills needed for effective counseling of marital and family problems, including assessment techniques, major intervention strategies and establishment and maintenance of rapport. Role of communication patterns, behavioral contingencies, cognitive and effective processes in the functioning of family and marital relationships. (Prerequisites: COU 503, 505, 506, 509) (Fall only)

COU 637. CHEMICAL DEPENDENCY AND SUBSTANCE ABUSE (3 sem. hrs.) A consideration of the disease concept of chemical dependency, including the psychological dynamics and family patterns associated with chemical dependency, recognition of symptoms including current approaches to treatment and intervention. (Prerequisites: COU 503, 505, 506, 509) (Fall only)

COU 639. PSYCHOPHARMACOLOGY FOR COUNSELORS (3 sem. hrs.) Study of the effects of psychoactive chemicals on neurochemical, neurophysiological, behavioral and mental processes. A consideration of the disease model of mental illness and the role of the counselor in treatment of medicated clients and consultation with physicians. (Prerequisites: COU 503, 505, 506, 509) (Spring only)

COU 640. CLINICAL SEMINAR IN METHODS OF INTERVENTION AND PREVENTION (3 sem. hrs.) Seminar on the theory and application of clinical counseling procedures (e.g., crisis intervention, grief counseling, cognitive therapy) with special problems. Topics will change. Emphasis is on the behavioral/psychological methods of intervention to provide a working familiarity with contemporary psychotherapies and their application to specific clinical situations. Application of psychotherapeutic methods will be explored within the context of serving diverse populations including culturally different, children, substance abusers, elderly, sexual problems, physically and 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, 506, 509) (Spring and summer)

COU 652. TRAINING IN CONSULTATION FOR COUNSELORS (3sem. 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)

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

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

COU 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

The goals of the program are as follows. Master teachers:

1. develop a thorough understanding of curriculum theory and best instructional practice;
2. possess rich and multifaceted knowledge of the subject matter, the students they teach, and how students learn;
3. understand the dynamic nature of schooling and how to interact professionally and ethically with all constituents;
4. understand how to develop and carry out research projects which directly affect student learning;
5. use a variety of research-based methods and developmentally appropriate materials and activities to insure that all students learn;
6. use multiple research tools to analyze, evaluate, and change teaching practice to ensure student learning;
7. reflect on their practice and assume responsibility for their professional growth, performance, and involvement as an individual and as a collaborative member of the learning community.

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

TRACKS IN THE MASTER OF ARTS IN EDUCATION PROGRAM

Applicants may choose between two tracks of required courses in the Master of Arts in Education program: Curriculum and Instruction Track and Generalist Track. The Curriculum and Instruction Track includes courses that strengthen skills for students who already hold a teaching license and may be currently teaching at a K-12 school. The Generalist Track includes classes that allow students without teaching licenses or K-12 experience strengthen other useful skills. This program does not provide a teaching license for the degree recipients. Completing the Master of Arts in Education degree can help students transition to jobs at a community college or four-year university or increase pay scales for currently licensed teachers. Prior experience with students, familiarity in an academic setting, and master's level knowledge about education can prepare non-licensed graduates for effective contributions in a higher education environment.

APPLICATION AND ADMISSION REQUIREMENTS

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

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 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 Bachelors 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.
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. Three Professional Dispositions on forms provided by the Graduate Studies Office. The forms must be from professionals knowledgeable about the applicant's professional experiences.
5. A copy of the applicant's teaching license or certificate. (Required for candidates pursuing the Curriculum and Instruction Track. Applicants who do not hold a teaching license must pursue the Generalist Track.)
6. 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; and
- formally declare their intent to complete, including their desired degree completion option.

Declaration is done on the Intent to Complete form. Students must formally make this declaration before they are eligible to register for and take degree completion courses. Students who do not have a cumulative 3.0 GPA are not eligible to complete the MAE degree.

EDU 590, Action Research Project, is the required capstone course for those in the curriculum and instruction track. Prior to admission to candidacy (and registration in this course), students must complete EDU 502 Educational Research and EDU 522 Introduction to Data Analysis with at least a B- or better and have completed at least two of the following required courses:

- EDU 500 Instructional Theory and Practice
- EDU 501 Curriculum Theory and Policy
- EDU 504 Professional Ethics

EDU 580, Leadership Application Project, is the required capstone for those choosing the generalist track of the MAE program. . Prior to admission to candidacy (and registration in this course), students must complete EDU 503, Educational Research and Data Analysis, with at least a B- or better; and have completed at least two of the following required courses:

- EDU 528 Motivation to Achieve
- EDU 538 Effective Communication, and one of
- EDU 527 Child and Adolescent Development, or
- EDU 537 Adult Development and Learning

Step 3: Completion of the Program

To be recommended for the Master of Arts in Education degree, teachers must complete 33 semester hours of coursework (including EDU 590) with a cumulative GPA of 3.00. A maximum of four semester hours of workshop credit may be applied toward the Master of Arts in Education degree. After initial enrollment in the capstone course (EDU 580A/EDU 590A), candidates must be continuously enrolled in EDU 580A/590B or EDU 580C/590C. Candidate will have one calendar year to complete the requirements for the capstone course. Following this period, they must be continuously enrolled (Fall, Spring, and Summer) in EDU 591 Practicum in Education II (1 sem. hr.). Only the initial three semester hours for EDU 580A/590A may count toward the degree.

Upon successful completion of the required 33 semester hours, including the capstone course, the candidate will be recommended for 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 A COHORT STUDENT

Cohort programs are available for teachers seeking a Master of Arts in Education degree at both the Tiffin and Arrowhead Park campuses. Teachers will take all 33 semester hours together, based on a pre-determined schedule (by the student and the Program Director). As a result of student commitment to the cohort, students will receive a 25% reduction in tuition. There are no additional costs beyond tuition. Transfer credits may be accepted as long as they meet the requirements listed below and are no older than 6 calendar years at the time of the first class taken as a Heidelberg cohort student. Please contact the Program Director for more information.

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 of the School of Education 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

(33 Sem. Hrs.)

Curriculum and Instruction Track (19 semester hours)

EDU 500 Instructional Theory and Practice
EDU 501 Curriculum Theory and Policy
EDU 502 Educational Research
EDU 504 Professional Ethics
EDU 522 Introduction to Data Analysis
EDU 536 Diversity Experience
EDU 590 Practicum in Education I
Electives* (14 semester hours)

Generalist Track (19 semester hours)

EEDU 503 Educational Research and Data Analysis 4
EDU 537 Adult Development and Learning, or
EDU 527 Child and Adolescent Development 3
EDU 504 Professional Ethics 3
EDU 528 Motivation to Achieve 3
EDU 538 Effective Communication 3
EDU 580 Leadership Application Project 3
Electives* (14 semester hours)

*Electives are taken from any additional graduate education course. A maximum of 9 hours in EDU 541: Topics courses; cannot be repeat topics. A maximum of 4 hours in EDU 560: Workshop courses; cannot be repeat topics.

ENDORSEMENTS

EARLY CHILDHOOD GENERALIST ENDORSEMENT

The Master of Arts in Education Program has been granted permission by The Ohio Board of Regents to offer the Early Childhood Generalist Endorsement (grades 4/5) to qualified teachers. Completion of all of the following classes will allow teachers who currently hold an Early Childhood Education (ECE) PreK-3 teaching license to add grades 4 and 5 to their existing license.

Prerequisites for registering for this coursework include Early Childhood Education (PreK-3) Teaching License and meeting the MAE Program Admission Requirements. To apply to ODE for the endorsement, students must complete the following five courses (10 semester hours) and pass the Praxis II Elementary Education: Content Knowledge (#10014) with a score of at least 143. These classes will be offered every summer.

(10 Sem. Hrs.)

- EDU 544 Middle Childhood Transitions
- EDU 546 Middle Level Mathematics Content, Pedagogy, and Assessment
- EDU 547 Middle Level Science Content, Pedagogy, and Assessment
- EDU 548 Middle Level Language Arts Content, Pedagogy, and Assessment
- EDU 549 Middle Level Social Studies Content, Pedagogy, and Assessment

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. Heidelberg's School of Education 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

EDU 500. INSTRUCTIONAL THEORY AND PRACTICE (3 sem. hrs.) Development of knowledge, skills and attitudes needed to improve instructional effectiveness; emphasis on models of teaching and diagnosing learning/teaching problems and prescribing to increase effectiveness.

EDU 501. CURRICULUM THEORY AND POLICY (3 sem. hrs.) Development of knowledge, skills and attitudes needed to structure knowledge, organize and change the elementary/secondary curriculum; emphasis on purposes, materials and practices associated with effective schools.

EDU 502. EDUCATIONAL RESEARCH (4 sem. hrs.) Development of knowledge, skills and attitudes needed to research and evaluate the effectiveness of curriculum, instruction, or intervention; emphasis on research strategies and analysis of descriptive and judgmental information for planning and decision-making. Students with credit in EDU 503 are not eligible to take this course.

EDU 503. EDUCATIONAL STATISTICS AND RESEARCH DESIGN (4 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, research types, study designs, basic statistics and reporting techniques used in education. This course is not open to students with 502 or 522 credit.

EDU 504. PROFESSIONAL ETHICS (3 sem. hrs.) Development of knowledge, skills and attitudes essential for making responsible professional decisions; emphasis on ethical case studies related to curriculum and instruction.

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

EDU 513. TEACHING READING IN THE CONTENT AREAS (3 sem. hrs.) The purpose is to help content area teachers, both elementary and secondary, teach the content of their subject areas more effectively. Prerequisite: EDU 512 (may be taken concurrently).

EDU 515. DIAGNOSIS OF READING ABILITIES (3 sem hrs.) This course supplies educators with the foundational information necessary to diagnose students' reading abilities, including the administration of diagnostic tests. It also introduces effective instruction for helping diverse and struggling learners. There are thirty hours of required field experience, during which school age students are diagnosed and case studies prepared. Prerequisite: EDU 512 (may be taken concurrently).

EDU 516. 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. Prerequisite: EDU 512; EDU 515; EDU 513.

EDU 520. TECHNOLOGY AND EDUCATION (3 sem. hrs.) This course is designed to develop the knowledge, skills, and attitudes needed to introduce and use technology in the classroom. Emphasis will be on integrating appropriate technology as tools for teaching and learning as well as on developing new teaching strategies, and resources in alignment with local and national standards.

EDU 522. INTRODUCTION TO DATA ANALYSIS (3 sem. hrs.) Development of the knowledge, skills, and attitudes needed to understand, interpret, and evaluate the quantitative results of educational research studies; emphasis on the meaning and application of graphs, descriptive statistics, and inferential statistics as they are used to solve problems in education. Students with credit in EDU 503 are not eligible to take this course. Prerequisite: EDU 502.

EDU 523. CURRENT TRENDS IN EDUCATION (3 sem. hrs.) Examination of current trends in curriculum and instruction in education; emphasis on educational history, the role of the teacher, the challenges of diverse populations, family structures, technology, legal consideration, pressure to reform education and professionalism in teaching. Selected content areas will change. Students may register for this course a second or third time when content areas change.

EDU 525. MULTICULTURAL LITERATURE (3 sem. hrs.) This course is an introduction to the study of multicultural literature for children, emphasizing the use of multicultural literature as both mirrors and windows through which children might learn more about themselves and others. It will examine the use of multicultural children's literature in early, middle, and AYA classrooms to promote cultural understanding and affirm the value of diversity in a global society. There will be a strong emphasis on the selection of authentic literature that presents an accurate portrayal of various ethnic groups including, but not limited to, African-American, Hispanic, Asian, and native American cultures, as well as diverse lifestyles.

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

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

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

EDU 530. ASSESSMENT AND EVALUATION IN SCHOOLS (3 sem. hrs.) This course is designed to aid the educator in interpreting and utilizing assessment data as applied in educational settings. Formal assessment and informal assessment will be studied. Emphasis is placed on how to assess within the classroom, how to apply assessment results to teaching, and how to use published research to improve student learning. Prerequisites: EDU 500.

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

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

EDU 534. INVESTIGATING A 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 historical landmark site. Participants will experience how history comes alive through the scientific processes of excavation and analysis, as well as exploration of diaries and letters of those imprisoned at Johnson's Island. This course is designed for the serious adult student of archaeology (avocation) and primary and secondary teachers. (Offered summer)

EDU 536. DIVERSITY EXPERIENCE (0 sem. hrs.) This course will provide candidates with the opportunity to have a meaningful instructional experience in a diverse educational setting that differs from that which they encounter on a daily basis in their own classroom/district. The setting/classroom for this experience must include students from two or more racial/ethnic backgrounds as well as socioeconomic diversity in order to meet NCATE standards.

EDU 537. ADULT DEVELOPMENT AND LEARNING (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. (Spring of odd-even years)

EDU 538. EFFECTIVE COMMUNICATION (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.

EDU 541. SPECIAL TOPICS IN EDUCATION (1-3 sem. hrs.) Examination of current national and regional topics related to curriculum and instruction (e.g., effective schools research, cooperative learning, testing of teachers, content area studies). Topics will change. Students may register for this course a second or third time when topics change, for a maximum of 9 semester hours.

EDU 544. MIDDLE LEVEL TRANSITIONS (2 sem. hrs.) The course is designed to help candidates gain an overview of the effective principles of good teaching (giving special emphasis to the young adolescent) as seen through the academic literature and practices of teaching. Candidates will consider the developmentally appropriate instruction strategies that are available to help create a motivated, positive climate for learning. Prerequisites: MAE admission requirements. (Offered summer)

EDU 546. MIDDLE LEVEL MATHEMATICS CONTENT, PEDAGOGY, AND ASSESSMENT (2 sem. hrs.) The course prepares PreK-3 classroom teachers with the conceptual knowledge and skills needed to teach 4th and 5th grade mathematics. Ohio Academic Content Standards Mathematics content will be examined in context with the National Council of Teachers of Mathematics. Prerequisites: MAE admission requirements. (Offered summer)

EDU 547. MIDDLE LEVEL SCIENCE, CONTENT, PEDAGOGY, AND ASSESSMENT (2 sem. hrs.) The course prepares PreK-3 classroom teachers with the conceptual knowledge and skills needed to teach 4th and 5th grade science. Ohio Academic Content Standards in Science content will be examined in context with the National Science Teachers Association. Prerequisites: MAE admission requirements. (Offered summer)

EDU 548. MIDDLE LEVEL LANGUAGE ARTS CONTENT, PEDAGOGY, AND ASSESSMENT (2 sem. hrs.) The course prepares PreK-3 classroom teachers with the conceptual knowledge and skills needed to teach 4th and 5th grade language arts. Ohio Academic Content Standards Language Arts content will be examined in context with the National Council of Teachers of English. Prerequisites: MAE admission requirements. (Offered summer)

EDU 549. MIDDLE LEVEL SOCIAL STUDIES CONTENT, PEDAGOGY, AND ASSESSMENT (2 sem. hrs.) The course prepares PreK-3 classroom teachers with the conceptual knowledge and skills needed to teach 4th and 5th grade social studies. Ohio Academic Content Standards Social Studies content will be examined in context with the National Council of Social Studies. Prerequisites: MAE admission requirements. (Offered summer)

EDU 550. INDEPENDENT STUDY (1-3 sem. hrs.) An opportunity for students to investigate an area normally not contained in existing courses or to investigate an area in greater depth than is possible in existing courses. The area of investigation need not necessarily 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. (Fall, spring, summer)

EDU 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. Prerequisites: None (Fall, Spring and, Summer, depending on demand).

EDU 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. Prerequisites: EDU 551 (Fall, Spring and Summer, depending on demand).

EDU 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). Prerequisites: EDU 551, 552 (Fall, Spring and Summer, depending on demand).

EDU 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. Prerequisites: EDU 551, 552, & 553 (Fall, Spring and Summer, depending on demand).

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

EDU 580A. LEADERSHIP APPLICATION PROJECT (3 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. Prerequisite: EDU 503. (Fall)

EDU 580B. LEADERSHIP APPLICATION PROJECT (0 sem. hrs.) This is a continuation of the work in the Leadership Application Project (Spring)

EDU 580C. LEADERSHIP APPLICATION PROJECT (0 sem. hrs.) This is a continuation of the work in the Leadership Application Project (Summer)

EDU 590A. ACTION RESEARCH PROJECT (3 sem. hrs.) The culminating course in the program in which the student designs, implements, evaluates and reports on an action research project. Prerequisites: a B- or better in EDU 502, 522; at least two of the following three required courses: EDU 500, 501, 504 (Curriculum and Instruction Track); and a cumulative GPA of 3.0. (Fall)

EDU 590B. ACTION RESEARCH PROJECT (0 sem. hr.) This is a continuation of the work in the Action Research Project (Spring)

EDU 590C. ACTION RESEARCH PROJECT (0 sem. hr.) This is a continuation of the work in the Action Research project (Summer)

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 OBJECTIVES

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

Students will develop:

1. Leadership abilities.
2. Research skills and the ability to perform quantitative analysis.
3. Understanding of the economic, cultural, political, and competitive forces shaping the global business environment.
4. Knowledge of ethical theories, principles and their incorporation into sound management decision making. A foundation of business theories, concepts, and their applications to managerial decision making.
5. The analytical and problem solving abilities necessary for a manager to make good business decisions.
6. Written and verbal communication skills appropriate for the business environment.
7. Skills and experience necessary to collaborate effectively in a team environment.

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 Heidelberg MBA offers two tracks leading to the MBA degree. One track in General Management (GM) and one track in General Management plus Entrepreneurship (GM+E). The GM track consists of 39 credit hours and the GM+E track consists of 45 credit hours. The MBA degree, regardless of track, is designed to be completed in 24 months of part-time study by students entering with all pre-requisites.

GENERAL MANAGEMENT TRACK

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

A summary of the characteristics of the MBA program shows that each student will, upon completion, have taken thirteen courses from seven or eight different instructors. Each student also will have written, discussed, or critiqued 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 and will take one elective from a selection of courses as offered which includes 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. The Field Study track are the capstone courses for the Heidelberg MBA degree.

ENTREPRENEURSHIP TRACK

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

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

Students selecting the GM+E track, will take 4 courses in Entrepreneurship but will not take the 2 Field Study courses required of those on the GM track, provided they complete GSB 588. Track selection will take place at the beginning of the second year of part-time study. Students may also be admitted to the Entrepreneurship courses as "Coursework Only" students.

The 4 Entrepreneurship courses are:

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

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

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 Bachelors 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 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.

PRE-REQUISITE REQUIREMENTS

Students may take prerequisite courses online with Ivy Software, at Heidelberg in the Tiffin

traditional daytime program, or at other institutions upon prior approval from the Dean of the School of Business. Students will work with the School of Business to determine which prerequisite courses are needed.

Prerequisite Course Listing:

Elementary Statistics
Financial Accounting
Managerial Accounting
Principles of Microeconomics
Principles of Macroeconomics
Corporate Finance

Students electing to enroll in equivalent undergraduate courses (MTH 210; ACC 201; ACC 202; ECO 251; ECO 252; FIN 301), the minimum acceptable grade of 'B' is required. Otherwise, students can enroll into graduate level prerequisites and take GSB 501 and GSB 502; or GSB 505, GSB 506, GSB 507, GSB 508, GSB 509, and GSB 510 while conforming to the academic policies at the graduate level.

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 Bachelors 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.

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

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

AVERAGE COURSE LOAD

Students enrolled full-time will generally take two courses in one of the two terms of the semester. Part-time students will generally take 1 course per term.

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 of School of Business.
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 OASIS2. 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 with two eight-week terms per semester. Each course meets one night a week (4 hours) for 8 weeks. Classes are held from 6-10 p.m. weeknights. If deemed necessary by the instructor, a class day that falls on a holiday may be rescheduled.

EVALUATION OF STUDENT PERFORMANCE

Grades will be determined by criteria from several sources, including written analysis of assigned cases, classroom discussion of those cases, class leadership of case, role playing, term papers, and examinations. Grade policy will be determined by the course instructor. All weekly written analyses of cases will be due at the beginning of the class period. Students will be expected to have made a duplicate copy of each of their written case analysis for their personal use in classroom discussions.

ATTENDANCE POLICY

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

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

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

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

GSB 504 MBA Program Orientation	0 hours
GSB 511 Managerial Ethics	.....3
GSB 512 Managerial Communications	.....3
GSB 521 Managerial Accounting	.....3
GSB 531 Managerial Economics	.....3
GSB 533 International Business, Government & Economy	.....3
GSB 541 Managerial Finance	.....3
GSB 551 Managerial Marketing	.....3
GSB 561 Managerial Information Systems	.....3
GSB 575 Management	.....3
GSB 576 Competition and Strategy	.....3
Sub Total:	.....30 hours
Plus Track choice:	.....9 or 15 hours
Total:	.....39 or 45 hours

COURSE AVAILABILITY

The Heidelberg MBA Program is not a “lock-step” program that requires one and only one course sequence. Nevertheless, to avoid disruption of their schedules due to lack of available courses, students should properly plan their course of study in consultation with the Director of MBA Program.

Suggested Course Sequence First year

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

Second year

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

As specified previously in the Master of Business Administration Curriculum section, there are ten core courses that every student must take. In addition, each student must take either two courses in Field Study along with a choice of one elective course or four courses in the Entrepreneurship Track with an additional elective course.

General Management Track:

GSB 595: Field Study I	.....3	Fall 2
GSB 596: Field Study II	.....3	Spring 1
and ONE of the following elective courses:		
GSB 515: Great Books in Business*	.....3	Fall 2
GSB 516: Business History*	.....3	Fall 2
GSB 571: Operations Management*	.....3	Fall 2
GSB 572: Organizational Behavior*	.....3	Fall 2
GSB 573: Human Resource Management*	.....3	Fall 2
GSB 591: International Study & Travel**	.....3	Fall/Spring 2
TOTAL HOURS = 30 + 9 = 39		

Entrepreneurship Track:

GSB 585: Entrepreneurship I	.....3	Fall 1
GSB 586: Entrepreneurship II	.....3	Fall 2
GSB 587: Entrepreneurship III	.....3	Spring 1
GSB 588: Entrepreneurship IV	.....3	Spring 2
and ONE of the following elective courses:		
GSB 515: Great Books in Business*	.....3	Fall 2
GSB 516: Business History*	.....3	Fall 2
GSB 571: Operations Management*	.....3	Fall 2
GSB 572: Organizational Behavior*	.....3	Fall 2
GSB 573: Human Resource Management*	.....3	Fall 2
GSB 591: International Study & Travel	.....3	Fall/Spring 2
TOTAL HOURS = 30 + 15 = 45		

* Each year the Director will specify which course will be offered from the courses marked with an asterisk (*).

**GSB 591 is offered in various terms depending on student demand.

NOTE: The Field Study and Entrepreneurship courses are taken in the same term as other GSB courses and do not add calendar time to graduation.

BUSINESS COURSE DESCRIPTIONS

GSB 501. MBA FOUNDATION COURSE I (3 semester hours): 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 the development and discussion of the tools and concepts used in modern microeconomics that are necessary for every manager to evaluate the external environment. (Summer)

GSB 502. MBA Foundation Course II (3 semester hours): This course includes four components. The first is a continuation of microeconomic concepts from MBA Foundation Course I. 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 includes development of financial tools and concepts necessary for a manager to make decisions with the objective of wealth maximization. The fourth section is an introduction to statistical methods and techniques used in business. Prerequisite: MBA Foundation Course I. (Summer)

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.

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

MBA UNDERGRADUATE PREREQUISITE COURSES

Students accepted into the MBA program with a deficiency of undergraduate prerequisite courses or their equivalents may elect to fulfill their deficiency with one or more of GSB 501, GSB 502, GSB 505, GSB 506, GSB 507, GSB 508, GSB 509, GSB 510. Students electing this alternative to completing the undergraduate prerequisite courses will have the GSB pre-requisite hours added to their graduation requirements. The following course descriptions are those of the designated "undergraduate equivalent" courses offered by the Business Administration, Accounting, and Economics department as contained in the Heidelberg Undergraduate Catalog. Graduate credit will not be awarded in these courses.

ACC 201. FINANCIAL ACCOUNTING (3 sem. hrs.) Introduction to the standards, concepts and generally accepted accounting principles for external financial reports. Emphasis on accounting reports as a means for providing financial information. (Fall and Spring)

ACC 202. MANAGERIAL ACCOUNTING (3 sem. hrs.) This course focuses on the internal uses of accounting methods in the control of an enterprise and in decision making, with emphasis on the internal management reports. (Prerequisites: Successful completion of ACC 201.) (Fall and Spring)

ECO 251. PRINCIPLES OF MICROECONOMICS (3 sem. hrs.) Survey of fundamental concepts. Emphasis is placed on decision-making by households as they allocate their resources for maximum satisfaction and by business firms concerning levels of output, employment and prices. Analysis of the role of competition in the free market, private enterprise economic system. (Fall)

ECO 252. PRINCIPLES OF MACROECONOMICS (3 sem. hrs.) Analysis of economic performance as it affects levels of unemployment and inflation. Emphasis on economic policy activities of the federal government and the Federal Reserve System. (Spring)

FIN 301. CORPORATE FINANCE (3 sem. hrs.) Introduction to a variety of techniques and applications of modern financial theory to the main decisions faced by the financial manager. Fundamentals of financial analysis, working capital management, capital budgeting, and investment and financing decisions. (Prerequisites: ACC 201, ECO 251, 252, MTH 210.) (Fall)

MTH 210. STATISTICS The purpose of this course is to introduce the student to statistical methods and techniques with emphasis given to applications in business, the natural sciences, psychology, and the social sciences. Topics include probability distributions, hypothesis testing (large and small sample), chi-square test, ANOVA, correlation and regression, and nonparametric testing. (Prerequisite: MTH 115).

NOTE: Permission to override any of the above requirements must be given in writing by the Dean of the School of Business. Some courses may be satisfied via CLEP tests. Many of these undergraduate courses also have prerequisites.

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:

1. 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.
2. Demonstrating understanding of theories of music teaching and learning, including concepts of multiple intelligences.
3. Demonstrating the ability to develop a varied music curriculum based upon pedagogy appropriate to the age and developmental level of their students.
4. Describing the methods, purposes, and outcomes of research in music education.
5. Synthesizing theory, knowledge and experience related to music education, music history, and music theory.
6. 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

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 Bachelors degree with a major in music education.
 - 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. Three 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.
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 receipt of all application materials, 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 post-secondary level teaching experience in a community college or similar institution 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 Computers in Education I	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 (16 semester hours)

MUS 502 Research in Music Education	3
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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	0
Elective Courses (14 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 504 Professional Ethics	3
EDU 520 Computers in Education I	3
EDU 522 Introduction to Data Analysis	3
EDU 527 Child & Adolescent Development	3
OR COU 503 Human Growth and Development	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.

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 directed readings. 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. Independent study may not be used as a replacement for any required or elective course in the MME curriculum.

MUS 598. CAPSTONE EXPERIENCE (0 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. Thesis 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.

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2014-2015

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 William Reineke, Jr. (2012) Tiffin, Ohio
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 Sandra Reed Solaro, B.S., Reg. Pharm. (2001) Wadsworth, Ohio
 Victor Strimbu-, B.A., J.D. (1996) Cleveland, Ohio

TERM EXPIRES June 30, 2017

Carol Cartwright, B.S., M.Ed., Ph.D. (2013) Kent, Ohio
 Charles C. Cole, H'05 (1999) Republic, Ohio
 Jerilyn Medrea-, B.S., M.A. (2013).....New York, New York
 Robert W. Meyer, B.S. (2010) Tiffin, Ohio
 Richard Odell-, B.A., M.A., H'11 (2013) Sarasota, Florida
 R. James Orr-, B.A., J.D., L.L.M. (2010) Tiffin, Ohio
 Anthony J. Paradiso, B.S. (1999)..... Tiffin, Ohio
 Ralph Talmage, B.S. (2006)..... Columbus, Ohio

TERM EXPIRES June 30, 2018

Larry Roper-, A.B., M.A. Ph.D. (2014) Corvallis, Oregon

THE ADMINISTRATION

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President

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

MONICA VERHOFF, 2012

Executive Assistant to the President & Board of Trustees

A.S., Terra State Community College; B.B.A., Tiffin University

DAVID P. WEININGER, 1985

Vice President for Academic Affairs and Provost

A.B., Ohio Northern University; M.A., Ph.D., Bowling Green State University

JOHN A. WILKIN, 2012

Vice President for Administration and Business Affairs

B.A., M.B.A., University of Illinois at Urbana-Champaign; M.S., Northwestern University

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Vice President for Enrollment Management

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

CONNIE L. HARRIS, 2013-

Vice President for Institutional Advancement & University Relations

B.S., Miami University.

DUSTIN S. BRENTLINGER, 2002

Dean of Student Affairs

B.S., University of Evansville; M.B.A. Heidelberg College

ADMINISTRATION, GRADUATE PROGRAMS

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Dean of the School of Business

B.S.M.E., University of Texas; M.B.A., Jacksonville State University; Ph.D., University of Mississippi.

JOHN E. OWEN II, 1978

Associate Dean and Director of Graduate Studies in Music Education

B.Mus.Ed., Illinois Wesleyan University; M.Mus.Ed., Southern Illinois University; Ph.D., The Ohio State University.

JO-ANN LIPFORD SANDERS, 1997

Associate Dean and Director of Graduate Studies in Counseling

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

ROBERT SWANSON, 2008

Associate Dean and Director of the School of Education

B.S., Purdue University; M.S., Ed.D., Indiana University.

ALLEN UNDERWOOD, 2008

Director of Graduate Studies in Business Administration

B.A., M.B.A., Heidelberg College

FACULTY

HASEEB J. AHMED, 2011

Dean of the School of Business & Professor of Finance

B.S.M.E., University of Texas; M.B.A., Jacksonville State University; Ph.D., University of Mississippi

DAVID BUSH, 1998

Professor of Anthropology

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

MICHELE CASTLEMAN, 2012

Assistant Professor of Education

B.A., Michigan State University; MFA, Chatham University; Ph.D., The Ohio State University

JOHN P. COOK, JR., 1995

Associate Professor of Finance and Accounting

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

CAROL DUSDEIKER, 2011

Assistant Professor of Voice

B.M. University of Iowa, M.M., D.M.A., Indiana University

BRIAN V. HALEY, 1989

Associate Professor of Education and History; Head Soccer Coach

A.B., City of Leeds and Carnegie (England); M.A., Kent State University; Ed.D., University of Toledo.

KAREN JONES, 2012

Assistant Professor of Education, Middle and Secondary School

B.A., The Ohio State University; M.A., Ashland University; Ed.D., Ashland University

MARY LOU KOHNE, 2011

Assistant Professor of Marketing

B.A.; M.B.A.; Ph.D., University of Cincinnati

MARGO KRAFT, 2004

Associate Professor of Business Administration

B.S., The Ohio State University; M.B.A., Ashland University.

DOUG MCCONNELL, 2000

Professor of Composition and Music

B.A., Wittenberg University; M.M.P.M.A., College Conservatory of Music, University of Cincinnati.

GREGORY RAMSDELL, 2008

Assistant Professor of Music

B.MUS., M.MUS., DMA., University of Kansas.

BRIAN SAXTON, 2013

Assistant Professor of Management

Ph.D., The Ohio State University; M.B.A., Cleveland State University; B.S., Bowling Green State University; B.A., Bowling Green State University

MARJORIE SHAVERS, 2014

Assistant Professor of Counseling

B.S. The Ohio State University; M.A. The Ohio State University; Ph.D. The Ohio State University.

KRISTEN WILLIAMS, 2010

Assistant Professor of Education

M.A., Ph.D. Ball State University

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Education

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Education

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Education

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 4. Auliclay Gym
 5. Spretson Union Center
 6. Dabridge Residence Hall
 7. The University Commons
Friends Club Pub
 8. Krannich Service Center
 9. Brown Residence Hall
 10. Livery-Schadehohn Education Center
 11. Finzer Residence Hall
 12. Wilbur Residence Hall
 13. Miller Residence Hall
 14. Heermann Auditorium
 15. Siederling Gymnasium
 16. Starmer Health & Wellness Center
 17. Meyer Field
 18. Gibson Science Hall
 19. Beyer Hall
 20. Adams Hall, School of Business
 21. Campus Center
Bookstore
 22. Stone Health Center
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Wichman Great Hall
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 24. Agler Alumni Building
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