

# Academic Year Calendar



## ► SUMMER 2012

Mon.	May 21	Term 1 classes begin
Fri.	June 22	Term 1 classes end
Mon.	June 25	Term 2 classes begin
Fri.	July 27	Term 2 classes end
Mon.	May 21	Term 3 classes begin
Fri.	July 27	Term 3 classes end

## ► SEMESTER I 2012–2013

Fri.	Aug. 24	New students arrive
Mon.	Aug. 27	Classes begin
Mon.	Sept. 3	No classes—Labor Day
Fri.	Oct. 19	Fall Break begins after last class
Wed.	Oct. 24	Classes resume
Tues.	Nov. 20	Thanksgiving Break begins after last class
Mon.	Nov. 26	Classes resume
Wed.	Dec. 5	Classes end
Fri.	Dec. 7	Final exams begin
Wed.	Dec. 12	Christmas Break begins after last exam

## ► SEMESTER II 2012–2013

Wed.	Jan. 9	Classes begin
Mon.	Jan. 21	No classes—Martin Luther King Day
Thurs.	Feb. 21	No classes—Student Research Conference
Fri.	Mar. 1	Spring Break begins after last class
Mon.	Mar. 18	Classes resume
Thurs.	Mar. 28	Easter Break begins after last class
Tues.	Apr. 2	Classes resume
Wed.	May 1	Classes end
Fri.	May 3	Final exams begin
Wed.	May 8	Final exams end
Sat.	May 11	Graduate Commencement
Sun.	May 12	Baccalaureate and Undergraduate Commencement

## ► SUMMER 2013

Mon.	May 20	Term 1 classes begin
Fri.	June 21	Term 1 classes end
Mon.	June 24	Term 2 classes begin
Fri.	July 26	Term 2 classes end
Mon.	May 20	Term 3 classes begin
Fri.	July 26	Term 3 classes end

# Sources of Information

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HEIDELBERG UNIVERSITY, Tiffin, Ohio 44883-2462

2

<b>SUBJECT</b>	<b>OFFICE</b>	<b>TELEPHONE AREA CODE: 419</b>
Admission	Vice President for Enrollment	448-2330
Adult Programs	Vice President for Academic Affairs	448-2216
Alumni Affairs	Director of Alumni Relations	448-2059
Arrowhead Campus	Director of Arrowhead Park	893-4000
Athletics	Athletic Director	448-2019
Business Matters	Vice President for Administration	448-2000
Career Placement, Employment	Director of Academic and Career Support	448-2301
Employment of Teachers	Teacher Placement Bureau	448-2125
Financial Aid	Director of Financial Aid	448-2293
General Information	University Operator	448-2000
General Matters	The President	448-2202
Graduate Studies	Office of Graduate Studies	448-2288
Institutional Advancement	Vice President for Institutional Advancement	448-2383
Payment of Tuition, Fees	Business Officer	448-2183
Publications, Publicity	Director of University and Media Relations	448-2031
Student Affairs	Dean of Student Affairs	448-2062
Study Abroad	Office of Multicultural Programs	448-2208
Summer School	Academic Affairs	448-2216
Transcripts, Grades	Registrar	448-2090
University Relations	Director of University Relations	448-2031


## **Individual Rights**

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

## **Heidelberg University Rights**

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

# Table Of Contents

	
<b>► Introduction</b>	
Academic Year Calendar .....	1
Sources of Information .....	2
Table of Contents .....	3
<b>► The University</b>	
Accreditation and Affiliation .....	6
Campus Buildings and Facilities .....	7
History .....	5
<b>► Academic Policies and Resources</b>	
Policies .....	11
Resources .....	29
Academic Programs .....	32
<b>► Programs of Study</b>	
Accounting Major .....	46
Anthropology Major .....	77
Archaeology Minor .....	78
Art Minor .....	40
Athletic Training Major .....	40
Biology Major and Minor .....	45
Broadcast Journalism Minor .....	50
Business Administration Major .....	47
Business Administration, Master of .....	48
Business, School of .....	46
Chemistry Major and Minor .....	48
Chinese .....	89
Communication and Theatre Arts Major .....	49
Communication Minor .....	50
Computer Science Major and Minor .....	51
Counseling, Master of Arts in .....	79
Criminal Justice Major .....	78
Cultural Anthropology Minor .....	78
Economics Major and Minor .....	48
Education, Master of Arts in .....	55
Education Major .....	52
Education, School of .....	52
English Language Institute .....	57
English .....	56
Environmental Science Major and Minor .....	46
Film Studies Minor .....	50
French .....	63
Geology-Earth Science .....	58
Geology Minor .....	58
German Major and Minor .....	63
Greek .....	106
Health and Physical Education .....	58
Health, Physical Education and Recreation Major .....	59
Health Sciences Major .....	60
History Major and Minor .....	60
Honors Program .....	61
Informatin Systems Major .....	51
International Studies Major and Minor .....	62
Intervention Specialist Licensure .....	55

Japanese .....	111
Latin American Studies Minor .....	65
Legal Studies Minor .....	77
Literature Minor .....	56
Mathematics Major and Minor .....	65
Media Management Major .....	50
Music, School of .....	65
Music Education, Master of .....	75
Music Major and Minor .....	66
Non-Departmental and Integrated Studies .....	120
Philosophy Major and Minor .....	80
Physics Major and Minor .....	76
Political Science Major and Minor .....	77
Pre-Medical Concentration .....	78
Psychology Major and Minor .....	78
Public Relations Major .....	50
Religion Major and Minor .....	80
Self-Designed Studies Major .....	75
Spanish Major and Minor .....	64
Sport Management Major .....	59
Theatre Arts Minor .....	51
Women's and Gender Studies Minor .....	79
Writing Minor .....	56
► <b>Course Descriptions</b> .....	81
► <b>Student Life</b> .....	132
► <b>Honors</b> .....	141
► <b>Endowed Scholarships</b> .....	142
► <b>Endowed Prizes and Endowed Funds</b> .....	150
► <b>Annual Scholarships</b> .....	154
► <b>Admission</b> .....	155
► <b>Expenses and Student Aid</b> .....	160
► <b>Register of the University</b> .....	168
► <b>Index</b> .....	181
► <b>Campus Map</b> .....	184

#### **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.

# The University



Heidelberg University is proud of its 163-year history of providing a quality education in the tradition of the liberal arts. That same philosophy is maintained in professional program offerings. Today, academic excellence and a profound student experience stand at the core of the University.

At Heidelberg, values are central to the collaborative learning process and the University nurtures a strong sense of community. Intellect is sharpened. Different cultures are explored. A sense of moral and ethical responsibility to one's community and the broader world is developed. Students are highly engaged in their own education and embrace the concept of lifelong learning.

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

## ► HISTORY

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

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

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

As an independent, church-related, liberal arts educational institution, Heidelberg has interpreted the educated person to be an individual who can articulate the relationship between academic learning and learning for life. From five students in its first graduating class, Heidelberg has experienced periods of growth and contraction during its long and rich history. Today, Heidelberg offers 31 undergraduate majors, four master's degrees, and employs more than 200 faculty and staff. Its total enrollment is more than 1,400 students in all programs.

## ► MISSION STATEMENT

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

## ► VISION STATEMENT

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

## ► STATEMENT OF EDUCATIONAL PHILOSOPHY AND VALUES

Heidelberg University, in the Liberal Arts tradition, educates persons who can act effectively and with integrity in a world of change. It cherishes academic excellence, honors knowledge, encourages original research, and promotes a lifelong commitment to free inquiry. Heidelberg is dedicated to being a diverse community that challenges students to understand their cultural heritage and the contemporary world, to explore frontiers of knowledge, and to develop powers of mind and spirit. In keeping with its historic affiliation with the United Church of

Christ, students, faculty, staff, and the Board of Trustees work together to understand and respect diverse cultures, religions, and lifestyles. Heidelberg University develops individuals with high moral and ethical standards who are productive in their life's work, engaged in their communities, and responsible citizens of the world.

## ► STATEMENT OF INSTITUTIONAL GOALS

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

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

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

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

## ► ACCREDITATION AND AFFILIATION

Heidelberg University has continuously been accredited by the Higher Learning Commission of the North Central Association of Colleges and 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. Authorization to grant bachelor and master degrees comes from the Ohio Board of Regents.

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

The University's Master of Arts Degree in Counseling is recognized and approved by the Ohio Counselor and Social Worker Board, and is accredited by the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP).

The University is a full member of the National Association of Schools of Music (NASM) 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](http://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 an institutional member of the American Association of Colleges for Teacher Education, the Ohio Foundation of Independent Colleges, Inc. (OFIC), the Council for Independent Colleges (CIC), the Association of Independent Colleges and Universities in Ohio (AICUO), and the College Board.

## ► CAMPUS BUILDINGS AND FACILITIES

Heidelberg University is located on a 110-acre campus in Tiffin (population 18,000), county seat of Seneca County and center of a prosperous agricultural, industrial and business area in northwestern Ohio. The campus is located on the east side of Tiffin on College Hill. Heidelberg's tree-lined campus has large expanses of well-kept lawns and flowering shrubs. Classrooms, laboratories and other buildings are within easy walking distance in the time allotted between classes. Downtown Tiffin is within a half-mile of campus, and the city's churches are conveniently near. The old and new in architecture at Heidelberg blend harmoniously. From the pure Greek Revival lines of Founders Hall and the Victorian Gothic style of University Hall, the architecture moves toward the more modern English Gothic and to the functional style typified by Beeghly Library. In many of the buildings erected since 1907, gray Bloomville limestone, with cut Bedford stone for trim, gives a sense of unity to the various styles. Ten buildings ranging in age from 79 to 154 years are entered in the National Register of Historic Places.

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

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

**The Auxiliary Gymnasium**, an aluminum-sided structure built in 1948 by the Federal Works Agency, provides additional recreation space and is used as a wrestling practice facility. A battery of tennis courts is adjacent to the gymnasium.

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

**Beeghly Library** is the intellectual heart of Heidelberg University. Industrialist Leon A. Beeghly provided the major financial gift for the construction of this three story circular building. Dedicated in 1967, renovated in 2012, the library houses over 200,000 volumes including the Besse Collection of English and American correspondence, the Edwards Black Heritage Collection and the John R. Beale Collection on opera. The library is a selective federal Depository Library. The building has Wi-Fi throughout, provides a large classroom, a computer lab, group study rooms and a student lounge. The Instructional Resource Center is located on the lower level of the library. Beeghly is a member of the OPAL and Ohiolink consortia. (See Academic Policies and Resources for further information.)

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

The building now contains the 325-seat Ferris and Dorothy Ohl Concert Hall, a recital hall, classrooms, practice studios, the Beethoven Lounge, offices, a music library and a recording studio.

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

**Bryenton Center for Honors Program**, dedicated in June 2007, is a handsome and appealing two-story brick structure, where all Heidelberg President's lived in the house until 1969; and, was added to the National Register of Historic Places in 1979. Built in 1868, it was home to the Development Office until 1996 when it was renovated to accommodate the highly distinguished Heidelberg Life of the Mind Honors Program.

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Academic Policies & Resources



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

## ► DEGREE REQUIREMENTS

### **Degrees Awarded**

The curriculum provides a structure in which students can discover how a liberal arts education enriches their lives. It offers opportunities for them to reflect on their education and to integrate learning and experience. The curriculum encourages students to discern connections between the various fields within the liberal arts and between those fields and their major. It is designed to provide broad exposure to the disciplines in the liberal arts, concentration in major and minor fields, proficiency in several transferable skills and flexibility in program design. The University has 17 academic departments. The student may choose from among 31 majors. Some students follow pre-professional programs. Heidelberg offers degrees in Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Arts in Education, Master of Arts in Counseling, Master of Business Administration, and Master of Music Education.

### **Degree Types**

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

### **Bachelor of Arts**

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

### **Bachelor of Music**

- Music Education, Performance, Theory/Composition, Industry

### **Bachelor of Science**

- Anthropology
- Athletic Training
- Biology
- Chemistry
- Computer Science

Criminal Justice  
 Education- Adolescent to Young Adult; Middle Childhood Math/Science  
 Environmental Science  
 Health and Physical Education  
 Health Sciences  
 Information Systems  
 Mathematics  
 Physics  
 Psychology  
 Sports Management- Fitness  
**Master of Arts in Counseling**  
 Community Counseling  
 School Counseling  
**Master of Arts in Education**  
 Teaching track  
 Non Teaching track  
**Master of Business Administration**  
 Field Study track  
 Entrepreneurship track  
**Master of Music Education**

### **Universal Summary of Graduation Requirements**

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

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

\*Active-duty servicemembers must complete at least 25% of the degree requirements for all degrees in residence. Academic residency can be completed at any time while active-duty servicemembers are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.

### **Majors and Minors**

All candidates for the Bachelor of Arts, Bachelor of Science, and Bachelor of Music must complete at least one major. Candidates for a Bachelor of Arts or Bachelor of Science degree may choose to complete two majors, a major and a minor, a major and two minors, or simply one major. Only these combinations will be listed on a student's transcript. Candidates for the Bachelor of Music degree are eligible to complete one major and one or two minors.

A major is an approved course of study, usually consisting of 24 to 40 semester hours of

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

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

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

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

### **Minor Offerings**

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

Archaeology & Anthropology – See Political Science  
 Art – See Art  
 Biology – See Biology  
 Broadcast Journalism – See Communication  
 Chemistry – See Chemistry  
 Communication – See Communication  
 Computer Science – See Computer Science  
 Cultural Anthropology – See Political Science  
 Economics – See Business  
 Environmental Studies – See Biology  
 Film Studies – See Communication  
 Geology – See Geology  
 German – See Languages  
 History – See History  
 International Studies – See International Studies  
 Latin American Studies – See Latin American Studies  
 Legal Studies – See Political Science  
 Literature – See English  
 Mathematics – See Mathematics  
 Music – See Music  
 Philosophy – See Religion and Philosophy  
 Physics – See Physics  
 Political Science – See Political Science  
 Psychology – See Psychology  
 Religion – See Religion and Philosophy  
 Spanish – See Languages  
 Theatre Arts – See Communication  
 Women's and Gender Studies – See Psychology  
 Writing – See English

## ► GENERAL EDUCATION REQUIREMENTS

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

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

All other candidates for either the Bachelor of Arts or Bachelor of Science degrees must satisfy the University’s General Education Requirements. This curriculum is designed to provide students with the abilities and broad liberal arts background necessary for living lives of purpose with distinction.

### Courses fulfilling more than one General Education Requirement

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

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

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

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

**b. Oral Communication Ability:** All students must pass COM 100 or the equivalent. (In addition, see major related requirements for the Junior Level Discipline-Specific Communication course and Senior Capstone Experience.)

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

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

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

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

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

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

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

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

- Accounting 334- Federal Income Tax
- Accounting 474- Advanced Accounting
- Anthropology 325- Forensic Anthropology
- Biology 205- Biostatistics
- Geology 308- Surface Water Systems
- Geology 350- Soils and Groundwater
- Management 490- Strategic Management
- Mathematics 115- Quantitative Reasoning
- Mathematics 121- Elementary Functions
- Mathematics 210- Elementary Statistics
- Mathematics 222- Calculus I
- Physics 101- General Physics I
- Physics 102- General Physics II
- Political Science 344- Research Methods
- Psychology 201- Research Methods and Data Analysis I

**d. Reading Ability (R):** All students must pass six **Reading Ability courses and must be taken in residence.**

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

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

The number of Reading Ability courses required of transfer students (including students at the Arrowhead campus) is dependent upon the number of semester hours they transfer into Heidelberg.

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

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

- Accounting 334- Federal Income Tax
- Accounting 373- Accounting Information Systems
- Anthropology 200- Cultural Anthropology
- Anthropology 300- Native North Americans
- Anthropology 345- Drug Dealers & Prostitutes
- ART 118- Art and the Visual Experience
- Athletic Training 180- Advanced Emergency Care
- Athletic Training 382- Therapeutic Exercise
- Biology 223- Genetics
- Biology 224- Cell and Molecular Biology
- Biology 311- Biology Seminar
- Biology 312- Evolution
- Biology 334- Ecology
- Biology 415- Animal Behavior
- Communication 346- Popular Culture and Communication
- Economics 330- Public Finance
- Economics 346- Law and Economics

Economics 362- Intermediate Macroeconomic Theory  
 Education 218- Adolescent Literature  
 Education 345- Curriculum and Instruction for Young Children  
 English 102- Literary Genres  
 English 151- Literary Theme: The Individual versus Society  
 English 152- Literary Theme: Literature Into Film  
 English 153- Literary Theme: Fantasy  
 English 154- Literary Theme: Identity and Culture  
 English 205- Literature of the Ancient World  
 English 206- Literature of the Modern World  
 English 221- English Literature to 1798  
 English 222- English Literature, 1798 to the Present  
 English 231- American Literature to 1860  
 English 232- American Literature, 1860 to the Present  
 English 291- Introduction to Literary Theory  
 English 306- African American Literature  
 English 307- Literature by Women  
 English 330- Studies in the Novel  
 English 340- Major World Author  
 English 346- Shakespeare  
 English 350- Studies in British Literature  
 English 355- Studies in American Literature  
 English 360- Studies in World Literature  
 English 491- Senior Seminar in Literature  
 Environmental Science 300- Issues in Environmental Science  
 Geology 308- Surface Water Systems  
 Health & Physical Education 314- Administration School of Health Program  
 Health & Physical Education 454- Adaptive Physical Education  
 Health & Physical Education 490- Capstone Course  
 Health Sciences 290- Applied Pharmacology and Pathology  
 Health Sciences 425- Healthcare Seminar  
 Health Sciences 485- Healthcare Administration  
 Health Sciences 487- Exercise Physiology  
 History 311- Classical World  
 History 321- Medieval History  
 History 322- Renaissance and Reformation  
 History 325 Modern Europe  
 History 332- History of the Modern Middle East  
 History 333- History of Modern China  
 History 357- History of England  
 History 359- History of Germany  
 Management 320- Organizational Behavior  
 Management 340- Human Resource Management  
 Music 213- World Music  
 Music 216- Conducting I  
 Music 359- Chamber Literature  
 Music 363- Music Education Early Childhood/Elementary School  
 Music 369- Leadership in Entrepreneurship in the Arts  
 Music 373- Choral Music Education Secondary Curriculum  
 Music 374- Instrumental Music Education Secondary Curriculum  
 Non-Departmental 105- Truth About Social Class  
 Non-Departmental 112- Women in Art  
 Non-Departmental 128 Learning Process in an Academic Environment  
 Non-Departmental 301- Literature and Fine Arts  
 Non-Departmental 302- Literature and Fine Arts  
 Public Relations 357- Principles of Public Relations  
 Political Science 323- Political Culture  
 Political Science 379- Global Issues: Political Development  
 Psychology 101- General Psychology  
 Psychology 206- Child Psychology  
 Psychology 207- Adolescent Psychology  
 Psychology 305- Adult Development  
 Psychology 321- The Brain and Behavior  
 Psychology 491- Classical, Contemporary, and Ethical Issues in Psychology  
 Religion 109- Judaism, Catholicism and Protestantism  
 Religion 201- Introduction to the Old Testament  
 Religion 202- Introduction to the New Testament



Religion 204- Religions of the World  
 Religion 250- Christian Social Ethics  
 Religion 302- Topics in Biblical Literature  
 Religion 308- History of Christian Thought  
 Religion 309- Contemporary Christian Thought  
 Religion 340- Topics in Religion  
 COR 300- Religion and Politics in America  
 COR 300- Romantic Revival

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

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

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

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

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

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

AAAnthropology 300- Native North Americans  
 Anthropology 335- Death and Burial  
 Anthropology 355- Ethnozoology  
 Athletic Training 381- Therapeutic Modalities  
 Athletic Training 382- Therapeutic Exercise  
 Biology 312- Evolution  
 Biology 325- Microbiology  
 Biology 334- Ecology  
 Biology 415- Animal Behavior  
 Communication 346- Popular Culture & Communication  
 Economics 346- Law and Economics  
 Economics 361- Intermediate Microeconomic Theory  
 Education 227- Principals of Teaching Seminar: Middle Childhood  
 Education 228- Principals of Teaching Seminar: Adolescent to Young Adult  
 Education 229- Principals of Teaching Seminar: Multi-Age  
 Education 321- Language/Literacy Development in Early Childhood  
 Education 324- Teaching Written Composition  
 Education 345- Curriculum and Instruction for Young Children  
 Education 347- Reading to Learn in the Content Area: Multi Age  
 Education 350- Reading to Learn in the Content Area: Middle/AYA  
 English 151- Literary Theme: The Individual versus Society  
 English 152- Literary Theme: Literature Into Film  
 English 153- Literary Theme: Fantasy  
 English 154- Literary Theme: Identity and Culture  
 English 213- Intermediate Writing  
 English 291- Introduction to Literary Theory

English 306- African American Literature  
 English 307- Literature by Women  
 English 313- Technical Writing  
 English 330- Studies in the Novel  
 English 340- Major World Author  
 English 350- Studies in British Literature  
 English 355- Studies in American Literature  
 English 360- Studies in World Literature  
 English 491- Senior Seminar in Literature  
 English 492- Senior Seminar in Writing  
 Environmental Science 300- Issues in Environmental Science  
 Environmental Science 370- Internship  
 Health Sciences 290- Applied Pharmacology and Pathology  
 Health Sciences 487- Exercise Physiology  
 Health Sciences 490- Research Methods in Health Sciences  
 History 311- Classical World  
 History 321- Medieval History  
 History 322- Renaissance and Reformation  
 History 325 Modern Europe  
 History 332- History of the Modern Middle East  
 History 333- History of Modern China  
 History 357- History of England  
 History 359- History of Germany  
 Health & Physical Education 314- Administration School of Health Program  
 Health & Physical Education 454- Adaptive Physical Education  
 Health & Physical Education 490- Capstone Course  
 Media 156- Mass Media in Society  
 Media 211- Computer-Mediated Communication  
 Media 212- Introduction to Journalism  
 Management 300- Principles of Management  
 Management 340- Human Resource Management  
 Management 490- Strategic Management  
 Music 110- Intro to the Teaching of Music and Related Careers  
 Music 213- World Music  
 Music 246- History and Literature: Romantic and 20th Century  
 Music 359- Chamber Literature for Winds/Strings and Piano  
 Music 374- Instrumental Music Education in the Secondary Curriculum  
 Non-Departmental 105- Truth About Social Class  
 Non-Departmental 366- Sex and Violence in Fairy Tales  
 Public Relations 357- Principles of Public Relations  
 Philosophy 140- Introduction to Philosophy  
 Philosophy 200- Aesthetics  
 Philosophy 309- History of Western Philosophy: Ancient and Medieval  
 Philosophy 310- History of Western Philosophy: Modern  
 Philosophy 317- Philosophy of Religion  
 Philosophy 490- Philosophy Colloquium  
 Political Science 283- Politics of the Middle East  
 Political Science 293- Introduction to Canada  
 Political Science 324- American Foreign Policy  
 Political Science 377- Global Issues II  
 Psychology 201- Research Methods and Data  
 Psychology 321- The Brain and Behavior  
 Psychology 491- Classical, Contemporary, and Ethical Issues in Psychology  
 Religion 250- Christian Social Ethics  
 Religion 302- Topics in Biblical Literature  
 Religion 308- History of Christian Thought  
 Religion 309- Contemporary Christian Thought  
 Religion 413- Independent Study  
 Religion 414- Independent Study  
 Religion 475- Honors Course  
 Religion 476- Honors Course  
 COR 300- Religion and Politics in America  
 COR 300- Romantic Revival

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

**a. Fine Arts (F)**

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

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

- Art 102- Introduction to Two-Dimensional Art and Graphics
- Art 103- Introduction to Three-Dimensional Art
- Art 118- Art and Visual Experience
- Art 131- Graphic Design
- Art 312- Studio Art
- Art 355- Art Fundamentals
- Art 358- Elementary Art Methods
- English 210- Creative Writing
- English 311- Advanced Poetry Writing
- English 312- Advanced Fiction Writing
- Media 226- Electronic Media Production I
- Media 255- Topics in Film Studies
- Media 256- History and Criticism of Film
- Music 100- Major Ensemble
- Music 105- Fundamentals of Music
- Music 127- Non-Major Performance
- Music 128- Non-Major Performance
- Music 141- Opera Workshop
- Music 149- Understanding and Enjoying Music
- Music 200- Major Ensemble
- Music 227- Non-Major Performance
- Music 228- Non-Major Performance
- Music 241- Opera Workshop
- Music 300- Major Ensemble
- Music 327- Non-Major Performance
- Music 328- Non-Major Performance
- Music 341- Opera Workshop
- Music 400- Major Ensemble
- Music 427- Non-Major Performance
- Music 428- Non-Major Performance
- Music 441- Opera Workshop
- Non-Departmental 112- Women in Art
- Non-Departmental 301- Literature and Fine Arts
- Non-Departmental 302- Literature and Fine Arts
- Philosophy 200- Aesthetics
- Physics 104- Introduction to Photography
- Theatre 150- Introduction to the Theatre
- Theatre 207- Acting
- Theatre 219- Experiential Learning in Theatre Production
- Theatre 220- Experiential Learning in Theatre Performance
- Theatre 306- Play Production: Directing
- Theatre 307- Advanced Acting
- Theatre 320- Play Production: Musical Theatre
- Theatre 407- Advanced Acting II

**b. Humanities (H)**

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

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

Anthropology 347- Cities and Society  
Communication 346- Popular Culture and Communication  
Education 218- Adolescent Literature  
English 102- Literary Genres  
English 151- Literary Theme: The Individual versus Society  
English 152- Literary Theme: Literature Into Film  
English 153- Literary Theme: Fantasy  
English 154- Literary Theme: Identity and Culture  
English 205- Literature of the Ancient World  
English 206- Literature of the Modern World  
English 221- English Literature to 1798  
English 222- English Literature, 1798 to the Present  
English 231- American Literature to 1860  
English 232- American Literature, 1860 to Present  
English 291- Introduction to Literary Theory  
English 306- African American Literature  
English 307- Literature by Women  
English 330- Studies in the Novel  
English 340- Major World Author  
English 346- Shakespeare  
English 350- Studies in British Literature  
English 355- Studies in American Literature  
English 491- Senior Seminar in Literature  
German 417- Periods in German Literature  
German 418- Periods in German Literature  
History 105- World Civilization  
History 106- World Civilization  
History 107- History of the United States to 1865  
History 108- History of the United States, 1865 to the Present  
History 113- Asian Civilizations I  
History 114- Asian Civilizations II  
Music 211- Journey of the Blues  
Philosophy 140- Introduction to Philosophy  
Philosophy 216- Ethics  
Philosophy 309- History of Western Philosophy: Ancient and Medieval  
Philosophy 310- History of Western Philosophy: Modern  
Philosophy 317- Philosophy of Religion  
Philosophy 490- Philosophy Colloquium  
Political Science 293- Introduction to Canada  
Political Science 315- Art and Espionage  
Political Science 323- Political Culture  
Religion 109- Judaism, Catholicism and Protestantism  
Religion 201- Introduction to the Old Testament  
Religion 202- Introduction to the New Testament  
Religion 204- Religions of the World  
Religion 250- Christian Social Ethics  
Religion 302- Topics in Biblical Literature  
Religion 308- History of Christian Thought  
Religion 309- Contemporary Christian Thought  
Religion 339- Topics in Religion  
Religion 340- Topics in Religion  
Religion 413- Independent Study  
Religion 414- Independent Study  
Religion 475- Honors Course  
Religion 476- Honors Course  
Religion 490- Senior Seminar  
Spanish 321- Survey of Latin American Literature  
Spanish 330- Contemporary Latin American Narrative  
Spanish 333- Spanish Culture and Civilization  
Theatre 325- Drama to 1900  
Theatre 327- Modern Drama  
Women’s and Gender Studies 100- Intro to Women’s and Gender Studies  
Women’s and Gender Studies 400- Gender Theory  
COR 300- Romantic Revival

### c. Natural Sciences (N)

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

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

- Anthropology 205- Physical Anthropology
- Anthropology 325- Forensic Anthropology
- Athletic Training 213- Anatomy for Orthopedic Assessment
- Biology 110- Contemporary Biological Problems (L)
- Biology 115- Food, Medicine, and Drugs
- Biology 123- Biology I (L)
- Chemistry 103- Fundamentals of Chemistry (L)
- Chemistry 111- General Chemistry (L)
- Computer Science 150- Fundamentals of Computer Science (L)
- Environmental Science 101- Introduction to Environmental Science (L)
- Forensic Science 101- Introduction to Forensic Science (L)
- Geology 101- Physical Geology (L)
- Geology 201- Environmental Geology
- Health Sciences 487- Exercise Physiology
- Physics 100- Introduction to Physical Principles (L)
- Physics 101- General Physics I (L)
- Physics 102- General Physics II (L)
- Physics 172- Introduction to Astronomy

### d. Social Sciences (S)

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

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

- Anthropology 100- Introductory Anthropology
- Anthropology 200- Cultural Anthropology
- Anthropology 210- Introduction to Archaeology
- Anthropology 255- Analysis of Cultural Materials
- Anthropology 310- Historic and Military Archaeology
- Business 101- Introduction to Business Administration
- Economics 102- Survey of Economics
- Economics 251- Principles of Microeconomics
- Economics 252- Principles of Macroeconomics
- Education 227- Principals of Teaching Seminar: Middle Childhood
- Education 228- Principals of Teaching Seminar: Adolescent to Young Adult
- Education 229- Principals of Teaching Seminar: Multi-Age
- Media 156- Mass Media in Society
- Management 300- Principles of Management
- Non-Departmental 105- Truth About Social Class
- Political Science 125- Introduction to Politics and Government
- Political Science 221- Global Politics
- Political Science 227- American National Government
- Political Science 240- African Politics
- Political Science 263- European Politics

Political Science 270- Asian and Pacific Rim Politics  
Political Science 283- Politics of the Middle East  
Political Science 304- Congress  
Political Science 324- American Foreign Policy  
Political Science 376- Global Issues I  
Political Science 377- Global Issues II  
Psychology 101- General Psychology  
Psychology 206- Child Psychology  
Psychology 207- Adolescent Psychology  
Psychology 209- Abnormal Psychology

### III. Global/Cultural Perspectives Requirement (G)

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

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

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

Anthropology 200- Cultural Anthropology  
Anthropology 210- Introduction to Archaeology  
Anthropology 310- Historic and Military Archaeology  
Biology 115- Food, Medicine, and Drugs  
Communication 246- Intercultural Communication  
Education 336- Methods in Foreign Language  
Intervention Specialist 265- Diversity in Today’s Schools  
Intervention Specialist 266- Education Camp Clinical Experience  
English 154- Literary Theme: Identity and Culture  
English 307- Literature by Women  
English 340- Major World Author  
German 290- Preparation for Study Abroad  
German 317- Germany, Present and Past  
German 318- Germany, Present and Past  
German 489- German Portfolio  
History 105- World Civilization  
History 106- World Civilization  
History 113- Asian Civilizations I  
History 114- Asian Civilizations II  
Music 213- World Music  
Non-Departmental 107- Introduction to China  
Non-Departmental 206- Introduction to US/Mexico Boarder Issues  
Non-Departmental 345- Service Learning US/Mexico Boarder  
Non-Departmental 366- Sex and Violence in Fairy Tales  
Philosophy 200- Aesthetics  
Philosophy 309- History of Western Philosophy: Ancient and Medieval  
Philosophy 310- History of Western Philosophy: Modern  
Philosophy 317- Philosophy of Religion  
Political Science 221- Global Politics  
Political Science 240- African Politics  
Political Science 263- European Politics  
Political Science 270- Asian and Pacific Rim Politics  
Political Science 283- Politics of the Middle East  
Political Science 293- Introduction to Canada  
Political Science 376- Global Issues I  
Psychology 407- Multicultural Psychology  
Religion 204- Religions of the World  
Spanish 290- Study Abroad Preparation  
Spanish 321- Survey of Latin American Literature  
Spanish 325- Spanish Literature Survey  
Spanish 330- Contemporary Latin American Narrative  
Spanish 333- Spanish Culture and Civilization  
Spanish 334- Latin American Culture and Civilization  
Spanish 489- Spanish Portfolio

#### Alternative global/cultural Experiences

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

AND, in addition to the Global/Cultural Requirement

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

Languages may be found below:

- Chinese 102- Elementary Chinese
- French 102- Elementary French
- Greek 112- New Testament Greek
- German 102- Introduction to German
- Japan 102- Beginning Japanese
- Spanish 102- Elementary Spanish
- American Sign Language at the 102 level (not available at Heidelberg)

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

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

- A second Global/Culture course listed in the above (G) category, or
- A second language that is other than the language exempted from (second language will need to be at 102 level), or
- A higher level language course within the student's exempted language (SPA 201, 202, 305, 307, 319, 320, 411, 412; GER 201, 202, 301, 302, 317, 318, 415, 416, 417, 418; FRN 201, 202)

#### IV. Personal Health and Wellness Requirement (P)

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

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

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

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

OR

One course from the following list:

- Anthropology 205- Physical Anthropology
- Anthropology 345- Drug Dealers & Prostitutes
- Athletic Training 389- Principles of Strength, Conditioning and Exercise Prescription
- Health and Physical Education 103- Strategies for Fitness and a Healthy Lifestyle
- Health and Physical Education 116- Health and Wellness
- Health and Physical Education 306- Nutrition
- Health Sciences 425- Health Care Seminar
- Political Science 240- African Politics
- Psychology 337- Positive Psychology
- Theatre 215- Discover the Body Through Movement
- Theatre 216- Introduction to Dance Technique

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

## Special Exemptions

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

## ► RESPONSIBILITY AND MAJOR RELATED REQUIREMENTS FOR ALL MAJORS AND PROGRAMS

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

- a. Values and pursue academic excellence
- b. Develop personal and professional responsibility
- c. Act with integrity in all aspects of one’s life
- d. Become engaged through participation and service in one’s communities

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

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

**Exemptions:** Transfer Students with 24 credit hours or more are exempt from the AIM Hei program. Arrowhead campus students and Tiffin campus non-traditional students will complete AIM Hei 1011 that contains topics relevant to their situation and transition to Heidelberg. A student is defined as a non-traditional student if he or she meets one or more of the following criteria: 22 years of age or older; has had a least a two-year break in his or her education; military veteran; holds a GED rather than a high school diploma; or, married or single with dependent.

**Major Related Requirements:** All students must pass the junior-level discipline-specific written and oral communication requirement and the senior capstone experience in at least one major.

**Junior Level Discipline-Specific Communication (JWO):** This requirement will be determined separately for each major. Students must fulfill this requirement through courses taken at Heidelberg University. Students are introduced to the conventions of writing and speaking within their discipline, on the rhetorical, stylistic, and documentational levels.

**Senior Capstone Experience:** The capstone requirement provides an experience which connects learning and doing. It requires the student to synthesize theory, knowledge and experience. Students have the opportunity to reflect upon their learning experiences while at Heidelberg.



## ► GRADUATION/COMMENCEMENT

Graduation is the completion of all degree requirements as recorded on the official transcript. Commencement is the ceremony that celebrates the completion of a degree. Participation in the commencement ceremony does not imply that a student officially graduated.

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

### **Incomplete Grade Clause for Graduating Students**

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

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

## ► GRADE REQUIREMENTS

### **Major and Minor Grade Requirements**

Students must earn no lower than a "C-" in major required courses, track or concentration required courses, and required minor courses. Required allied courses listed within the major are not held to the "C-" or higher stipulation, unless specified by the department.

### **Major and Minor Grade Waiver**

For those departments that will consider one "D" grade to be waived within a major or minor, students have the right to request a "D" waiver. A student may only be granted one "D" waiver in each major and/or minor. Students will contact the Departmental Chair or Director for departmental procedures and policies to appeal a "D" letter grade. Once a decision has been rendered, the Department Chair or Director will notify the Registrar's Office in writing.

### **Grading System**

The quality of work done by a student is indicated by the symbols, A, B, C, D, F, FN, P, U and S. An A indicates the highest standard of work; B indicates very good work; C indicates competent work; D indicates poor work; F or U indicates outright failure, and FN indicates outright failure due to non attendance or stopped attendance without an official withdrawal. Grades P or S indicate a letter grade of C- or better (B- or better for graduate courses). An I (Incomplete) is given at the end of a semester only when a student through no personal fault is unable to complete the course with the class. A student receiving an I is not eligible for the Dean's List for that semester until the course is completed. At the close of each semester, a report of grades is available on-line to each student.

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

Dropping one or more course(s) but remaining in at least one course;

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

Dropping all courses (withdrawing from the University);

1. A grade of “W” is recorded for each course when withdrawing from the University on or before the last day to drop courses. A grade of “W” is not calculated into the GPA.
2. A grade of “WF” is recorded for each course when withdrawing from the University after the last day to drop courses. A grade of “WF” is calculated into the GPA.

The “Last Day to Drop Courses” is published on the website.

If special circumstances warrant, circumstances beyond the control of the student, the Vice President for Academic Affairs and/or Provost of the University may grant, upon request, permission to have the grade of “W” recorded in place of the grade of “WF”.

### **Repeat Course Grade**

For a student who has earned a grade of D, F or FN in a course and repeats the course, the cumulative point average will reflect the higher grade, although both grades will remain on the transcript. The course must be repeated for the same number of semester hours at Heidelberg University. A course repeated more than once will be treated as a separate course with no replacement of a previous grade unless the course is designed to be a repeatable course.

### **Incomplete Grade**

The student and the instructor must sign an incomplete form prior to the grade being awarded. A student receiving an “I” must complete the work by the date stated on the incomplete form, which can be no later than one year from the date of recording.

### **Quality Points**

Grade values are as follows: grade of A, four points; B, three points; C, two points; D, one point; F, FN and WF, zero points. Grades of AU, I, P, U, S and W do not calculate into the grade point average.

### **Point Average**

The cumulative grade point average is derived by dividing the total number of graded hours for which a student has officially registered into the total number of quality points earned and truncating the resulting number after the second decimal place. The semester grade point average is calculated in the same way.

### **Audit**

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

### **Pass-Fail Courses**

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

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

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

### **Grade Change 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 and Community Standards," or (4) an error in computing or in recording the grade has been identified by the instructor and has been verified by the instructor, the Department Chair and the Provost of the University as specified in the Faculty Manual or (5) the Faculty has acted under the powers specified in the Faculty Manual. The complete Student Grade Appeal Policy can be found in the Student Handbook.

## ► **PROGRESSION REQUIREMENTS**

### **Minimum Standards**

The following minimum cumulative grade point average standards apply for a student to remain above the probationary level:

1-16 hours attempted - 1.60	48-63 hours attempted - 1.85
17-32 hours attempted - 1.70	64-79 hours attempted - 1.92
33-47 hours attempted - 1.80	80 or more hours attempted - 2.00

### **Probation**

A student is placed on academic probation if his/her cumulative average at the end of any semester is below the minimum standards. A student on academic probation who fails to show satisfactory progress is subject to suspension or dismissal from the University. A student on probation may be required to take a reduced academic load and may be required to take NDI 090, Turning Points. A student on probation may be required to reduce co-curricular participation such as, but not limited to, athletics, speech and theatre, music, campus media organizations, and campus social and service organizations. A student on probation may be required to reduce his/her campus employment. Regardless of cumulative point average, students with 80 or more hours attempted must have a semester average of 1.50 or greater to remain off probation.

### **Satisfactory Progress**

A student who is enrolled in the University on a full-time basis is considered to be making satisfactory progress toward meeting the requirements for a degree if the following apply:

1. He/she completes satisfactorily at least 24 semester hours after 2 semesters of full-time enrollment and continues to complete satisfactorily a total number of credit hours which would produce an average of at least 12 semester hours for each semester of full-time enrollment. The full-time semester equivalent for a student who has been enrolled on a part-time basis will be determined by total hours attempted and equating 12 hours to one semester.
2. His/her performance represents a pattern which does not jeopardize the chances of satisfactorily completing degree requirements.

### **Academic Watch**

A student is placed on academic watch if his/her cumulative average at the end of any semester is below 2.0 but is not low enough to result in academic probation.

### **Academic Suspension**

A student is subject to suspension from the University for any of the following reasons:

1. His/her cumulative grade point average is such that the student remains on probation at the end of two successive semesters.
2. He/she fails more than half the work in any semester (full-time student).
3. He/she fails to make satisfactory progress.
4. He/she shows indifference to his/her studies.

The University will make all reasonable attempts to notify a student who has been suspended; however, a student in jeopardy of academic suspension is ultimately responsible for determining his/her academic standing at the end of the term in question. If a student is suspended, he/she may appeal this action to the Academic Policies Committee, which meets to consider appeals within a few weeks after the end of each semester. Appeals must be made by

the deadline determined by the Provost, and the student is responsible for confirming that his/her appeal has been received by the deadline.

The academic work of part-time students will be evaluated after completion of 12 semester hours of coursework. If a part-time student fails to achieve the required cumulative grade point average, he or she may be sent an academic status warning letter, placed on academic probation, and/or suspended. The status of part-time students is reviewed by the Office of Academic Affairs.

### **Readmission**

A student who has been suspended from the University for academic reasons is eligible to apply for readmission after a lapse of one semester. The Summer Session may not be considered as a semester for this purpose. A student is not permitted to enroll in courses at another institution during the suspension period. If any coursework is completed during this period, it will not be accepted as transfer credit unless permission has been given by the Vice President for Academic Affairs. A student who is readmitted after being suspended for low scholarship returns on probation. In other words, to avoid dismissal he/she must meet the required grade point average during the semester following his/her return.

A student who has been dismissed from the University for disciplinary reasons may be readmitted by approval of the Vice President for Student Affairs. A student who has been dismissed for psychological reasons must have approval from the Vice President for Student Affairs and the Chief Medical Officer.

### **Academic Fresh Start**

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

Eligibility considerations:

1. A student must have been absent from the college for a consecutive period of five years or more.
2. During the first semester back, the student shall be restricted to 16 credits or less.

Prior to petitioning for an Academic Fresh Start a student must complete one semester of academic work and maintain a minimum GPA of 2.0. If a student successfully meets all eligibility requirements their record will be treated like that of a transfer student. This means that if the student has earned grades below a “C-“ at HU before being granted a Fresh Start, these grades will not count toward their graduation requirements. Grades of “C” or better may be used towards graduation requirements. Upon approval of a Fresh Start the student will receive a “0” GPA and may keep hours that have been accumulated to date. Graduation requirements shall be those listed in the catalog at the time of re-entry, NOT the student original matriculation.

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

Considerations:

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

Procedures:

1. A student who is interested in pursuing an Academic Fresh Start must complete an online petition form and submit it to the Provost. This must include:

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

### **Eligibility for Intercollegiate Athletes**

Only students enrolled in the University on a full-time basis and making satisfactory progress (see above) toward the requirements for a degree may participate in intercollegiate athletics provided they meet the eligibility requirements for these activities as required by the Ohio Athletic Conference and the National Collegiate Athletic Association, Division III.

### **Eligibility for Co-Curricular Activities**

A student must pass a minimum of 12 hours of work in the previous semester to be eligible to hold any class or elective office on the campus or to represent the University in certain collegiate or off-campus activities. Part-time students may participate in some co-curricular activities but are ineligible for competition in intercollegiate athletics. The regulations governing probation and scholarship apply to full-time and part-time students.

## ► **ACADEMIC RESOURCES**

### **Academic and Career Support Center**

The 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 Academic and Career Support Center provides. See the Student Life section for more information.

### **Attendance**

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

### **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.

### **Beeghly Library**

Beeghly Library and the Instructional Resource Center (IRC) support the education, research, and information needs of the Heidelberg University community. Services include in-person and virtual reference assistance, access to on-site and off-site information and library research classes.

Housed in an unusual round, mid-twentieth century modern library building (1967), the collection reflects the University's curriculum. In addition to its physical holdings of print books, periodicals, government documents, sound recordings, and DVDs, the library provides extensive access to electronic books and journals. Our membership in the OPAL and OhioLINK library consortia allows access to the combined collections of 90 libraries, equivalent to 48 million items, plus 68,000 electronic books, 140 research databases, and millions of articles from 17,000 electronic journals. The library features a computer lab, individual study carrels, study rooms, and a lounge.

Special collections include the Besse Collection of published correspondence, the Edwards Black Heritage Collection and the recently acquired John R. Beale Collection of opera books and recordings. The Kechele collection on Lincoln and the U.S. Civil War includes books and realia.

The University Archives, housed in University Hall, is a division of the library.

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 children's collection of fiction and juvenile non-fiction titles. The library web site provides access to the Library Catalog, research databases, and information on services at [www.heidelberg.edu/library](http://www.heidelberg.edu/library).

### **Class Standing**

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

### **Course Load**

A normal course load is considered to be 15-16 academic hours a semester; a minimum full-time schedule, 12. The maximum for music students is 17 hours.

### **Credit by Examination**

Individuals who have acquired knowledge equal to that held by the usual college student may be able to receive credits toward graduation from Heidelberg University.

### **Departmental Credit by Exam**

University students have the opportunity to request a Credit by Examination from University Departments. Available examinations and available dates can be found by contacting individual departments. Credit by Examination is ideal for students who might have life experience or experienced a similar course but did not earn University credit. Fee structures are published within the current year's University Catalog.

### **Exemption Exams**

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

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

### **Examinations/Absence from Examinations**

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

### **Extra Hours**

If a student wishes to take more than the maximum hours (16 for Arts and Sciences, 17 for Music; excluding music ensembles), an extra hour fee is charged. The fee may be waived if the student has earned at least a 3.50 cumulative grade point average and has completed at least 60 hours of study of which a minimum of 30 hours has been earned at Heidelberg. Students who meet these requirements may take up to 18 credits without an extra fee for two semesters provided the 3.00 grade point average is earned for full-time work during the semester preceding the 18-hour term. Only those students who have a minimum cumulative point average of 2.00 may register for as many as 19 hours, and only those students who have a minimum cumulative point average of 2.50 may register for as many as 21 hours. The maximum hours for which a student may register is 21. Only those students who have received a point average of 2.00 (2=C) or better the previous semester and have a cumulative point average of 2.00 or higher may register for more than a normal schedule. Exceptions to these requirements can be made only by the Associate Vice President for Academic Affairs or the Provost of the University.

**Remedial Course Work**

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

**Semester Hour**

A semester hour may be defined as the equivalent of one recitation hour a week continued for one semester. Ordinarily two laboratory hours or two hours of work in the gymnasium are regarded as the equivalent of one recitation hour. To receive credit, a student must register for all courses to be pursued during a semester.

**Transcript of Credit**

The Office of the Registrar offers secure electronic transcript delivery. In partnership with SCRIPSAFE International<sup>®</sup>, Heidelberg University is able to provide official transcripts delivered through eSCRIP-SAFE<sup>®</sup> to network and out of network recipients. Directions are available at [www.heidelberg.edu/registrar](http://www.heidelberg.edu/registrar) to assist in the transcript request process. There is a charge of \$5.00 per transcript for electronic or paper. For paper copy transcripts, express mail and internationally expressed mailed transcripts are \$20.00 and \$35.00 respectively. Rates are subject to change based on current US Postal Service charges. Electronic transcripts are generally sent every twenty-four hours during normal business hours except holidays. Paper copy transcripts are processed weekly, generally five to seven business days. Immediate transcript processing is available for \$20.00.

**Transient Student**

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

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

**Other Rules and Regulations**

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

# Academic Programs



## ▶ ON-CAMPUS PROGRAMS

### **Mentoring and AIM Hei**

Every student is assigned a faculty mentor. Faculty mentors are full-time faculty. The Director of Faculty and Student Advising and Support coordinates with department chairs in the assignment of students to mentors and provides orientation and support to faculty members.

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

New students are assigned, when possible, to a faculty mentor in their intended major departments. Students who are undecided about a future major are assigned mentors across the disciplines. An attempt is made to distribute students equally among the faculty. Each faculty member will have a cap of approximately 16-20 total students. Each faculty mentor may select an upper class student to act as a peer mentor during the first semester of the program.

Students transferring to Heidelberg with fewer than 24 credit hours will participate in the AIM Hei program. Transfer students with 24 or more credit hours and adult students are assigned a faculty mentor upon consultation with the Director of Faculty and Student Advising and Support and are exempt from the AIM Hei program.

Tiffin campus non-traditional students (a student over 23 years of age, or a student who enrolls or returns to college while simultaneously managing a career, a family and other responsibilities, or a military veteran) will complete HEI 1011 which contains topics relevant to their situation and transition to Heidelberg.

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32

Students are encouraged to stay with the same mentor during the first academic year. However, first- and second-year students may request a change of mentor through the Director of Faculty and Student Advising and Support. Mentors may also request that a student be reassigned by contacting the Director of Faculty and Student Advising and Support. All students will continue to work with a faculty mentor until graduation.

### **Pre-Professional Studies**

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

1. They must spend at least two years, including the junior year, as students of Heidelberg University.
2. They must have completed all general education and major requirements at Heidelberg University. This will constitute a minimum of 90 semester hours of academic work.
3. They must have an overall GPA of 3.00 at the end of their junior year.
4. They must notify the Registrar of their intention by the end of the sophomore year. This is essential because approval of the accreditation of the professional school in question must be determined.



5. They must satisfactorily complete the first year's work in the professional school. A transcript of the work must be sent to the Registrar of Heidelberg University.

### **Pre-Medical Program**

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

### **Application to the Program**

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

### **Pre-Law Statement**

Heidelberg University has a unique pre-law program which offers an excellent opportunity for preparing students for law school. Pre-law advisors are available to assist students interested in a legal career since the pre-law advisors have law school experience and have practiced law. They will work with individual students to select a course of study that will best suit their interest as well as their career choice. The pre-law program provides a supportive environment for those students interested in going to law school and includes law school visits and assistance with the law school application process. The program also encourages participation in legal internships and volunteer work experiences. Students have formed a pre-law club to meet and discuss law school and legal issues of note. Although there is no preferred course of study for a person wanting to go to law school, *The Official Guide to U.S. Law Schools* suggests that students thinking of law school acquire skills that enables one to think critically, reason logically, and speak and write effectively. These skills can be attained in a number of different courses and majors. A student will have ample opportunity to gain these skills with Heidelberg University's emphasis on a broad liberal arts education.

### **Adult Studies**

Having long espoused the concept of lifelong learning, Heidelberg provides educational opportunities not only for residential students of traditional college age but also for adult students who may have full-time jobs and/or commitments in the home. The Office of Admission assists and advises such students through an admission counselor dedicated to adult and non-traditional students. If their off-campus responsibilities permit, adult students entering Heidelberg may enroll in traditional day and evening classes. Since many students find that job or home responsibilities limit or prevent their enrolling in traditional weekday classes, Heidelberg provides special opportunities through evening courses on the Heidelberg campus and its off-campus evening program in Arrowhead Park, Maumee.

In 1989 Heidelberg initiated its **off-campus degree-completion program at its Arrowhead Park branch in Maumee, Ohio**. Heidelberg at Arrowhead Park offers evening classes for adult students pursuing a Baccalaureate with a major in accounting, business administration or psychology; seeking a Master of Arts in Education or a Master of Business Administration.

Many adult and non-traditional students enter Heidelberg with **transfer credits** from other accredited post-secondary schools. Students may pursue credit by examination — either through nationally administered tests like CLEP or those administered by Heidelberg departments. Heidelberg's Arrowhead Park site in Maumee is a CLEP test site.

## **► SPECIAL ON-CAMPUS PROGRAMS**

Special on-campus programs provide students with opportunities to gain intensified and advanced study in several areas. Attention is called to the Non-Departmental and Integrated Studies Courses, the courses in Japanese and Other Cultures Studies and the following: Departmental Honors, Course Honors and Independent Study.

## Course Honors

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

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

## Departmental Honors

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

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

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

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

## The Heidelberg English Language Institute (HELI)

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

Students may also be required to submit other forms of evaluation, such as a written essay and/or oral interview. Based on the results of these evaluations, the students are placed in one of three programs best suited to their language-skill level. (1) Students whose test scores and other skill evaluations indicate a need for further training in English are placed in an all-HELI intensive English program. (2) Students who show a high level of English proficiency in some skill areas, but who still need to develop in others, are placed in a transition program. In this program, students are permitted to take one or more academic classes while continuing to improve their English skills in HELI classes. (3) Those students whose TOEFL scores and language-skill evaluations show an acceptable level of language fluency in all skill areas are eligible for a full-time academic program.

All HELI classes appear on the regular academic schedule. HELI course descriptions appear under the heading ENGLISH LANGUAGE INSTITUTE in the **Courses of Study** section of this Catalog. Either a passing oral evaluation or successful completion of ELI 132 and the HELI oral evaluation are prerequisites for COM 100. Upon successful completion of ELI 142, Level IV: Academic Skills: Advanced Level Writing, a student in the HELI program may register for ENG 100, College Writing I. Only credits earned in 100-level courses are applicable toward a bachelor's degree at Heidelberg University.

## Honors Program

Specific descriptions of curricular components of the Honors Program appear in the *Honors*

*Program Handbook*, which is revised yearly. In addition, the *Honors Program Handbook* includes forms such as service-learning and senior-project contracts as well as policy statements for the program.

#### **Admission to the Honors Program:**

First-year students entering Heidelberg will be invited to apply for acceptance into the Honors Program if they meet these criteria: an ACT score of 27 or higher or SAT score of 1820 or higher; and a high school GPA of 3.5 or higher or class rank in the top 10%. Students attending Heidelberg University with a cumulative GPA of 3.5 or greater after completing 15 semester hours (but before completing 56 semester hours) may apply for acceptance into the Honors Program. They should contact the director of the program for further information. Refer to HONORS PROGRAM in the **Courses of Study** section of this Catalog for course offerings and degree requirements.

#### **Internships**

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

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

General guidelines are detailed in the Internship Program Handbook, available online at <http://www.heidelberg.edu/studentlife/services/acsc/career/internshipinfo>.

The amount of course credit that may be earned through an internship varies by department, and ranges from 1 to 15 hours. Students register for internship credit by completing an Internship Contract with the Academic and Career Support Center. Students must secure the approval of both a faculty advisor *and* an off-campus supervisor. Internship credits may not be applied to the General Education Requirements, and credit must be earned during the semester which the internship is completed.

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

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

#### **The Office of Multicultural Programs**

The Office of Multicultural Programs provides services for international visa-holding students and all students of diversity studying on the Heidelberg University campus. Attempts are made to provide the needed services and orientation to all these identified individuals or groups. Everyone is encouraged to become acclimated into the University and community environment while still maintaining their own unique identities.

Initial and on-going orientation will be provided for visa-holding students with emphasis on maintaining legal status with United States Citizenship and Immigration Services (USCIS). New international students will have a roommate of a nationality other than their own. The Heidelberg English Language Institute (HELI) offers intensive English as a Second Language and American cultural orientation for students whose first-language is not English but who wish to attend an American college or university. The HELI Conversation Partner Program enhances students' opportunities to improve their English communication skills, their understanding of American culture and their ability to integrate with their American peers.

Students of diversity are encouraged to use the Office of Multicultural Programs to enhance their academic and social opportunities throughout their years at Heidelberg University. The Office supports the Black Student Union, Latino Student Union and other similar organizations formed by minority groups or diversity groups. Martin Luther King Day, Black History Month, Kwanzaa Festival, worship opportunities for non-Christian groups, ethnic or non-Western cultural speakers and entertainers, women's and men's issues are addressed by the Office in an attempt to enhance the rich cultural diversity represented on the Heidelberg University campus.

## ► OFF-CAMPUS PROGRAMS

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

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

To be eligible for admission into the program, a student must have obtained at least junior status prior to entering the university (or have sophomore standing and strong SAT or ACT scores) with a cumulative grade point average of B or better. In addition, the student must have completed at least two years of college or university-level German study or the equivalent and secured the recommendation of the head of the Department of German, assuring that he or she has a sufficient grasp of the language to follow a full-time course at a German university. Students need not major in German to participate.

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

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

### **The Spanish Studies Abroad, Spain**

Heidelberg University, through a special cooperation agreement with *The Spanish Studies Abroad*, sponsors a study abroad program in Seville, Spain; Alicante, Spain and in Córdoba, Argentina.

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

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

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

### **Oxford Study Abroad Programme**

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

### **Cemanahuac Educational Community in Cuernavaca, Mexico**

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

### **Heidelberg Honors at Glasgow**

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

### **Other Study Abroad Programs**

Heidelberg University has an agreement with Intercontinental Recruitment and Support Services of the United Kingdom to enroll qualifying students directly into the following United Kingdom university programs: The University of Kent at Canterbury (Canterbury, United Kingdom), The University of York (York, United Kingdom), University of Sunderland (Sunderland, United Kingdom), University of Bristol (Bristol, United Kingdom), University of Limerick (Limerick, Ireland) and University of Dundee (Scotland). Students may also study at the University of Costa Rica through the Modern Language Studies Abroad program. Other study abroad opportunities are available. Organizations such as CIEE (Council on International Educational Exchange), AIFS (American Institute for Foreign Study), GlobalLinks (AustraLearn, AsiaLearn, EuroLearn), Athena Abroad and Panrimo.com offer programs worldwide.

Information regarding study abroad opportunities is available in the Office of International Affairs and Studies. Short term, summer term, work or international internship opportunity information may also be secured in the Off-Campus Resource Library located in the Campus Center office.

### **The Washington Semester**

Qualified students may apply for a semester's appointment (ordinarily in the junior year) to Heidelberg University's Washington Semester Program. The Washington Semester, administered by The American University in Washington, enables students to obtain valuable, work and study experiences within governmental or private agencies or institutions in the nation's capital. Each Washington Semester student enrolls in special seminars and engages in individual research and career-oriented work experiences. Students can choose from among the following topic seminars: American Politics, Foreign Policy, International Business and Trade, International Environment and Development, International Law and Organizations, Journalism, Justice, Contemporary Islam, Peace and Conflict Resolution, Public Law, and Transforming Communities. Many of these programs involve overseas study. Situated on its own campus in a residential neighborhood in Northwestern Washington, with over 500 students from all over the world, the Washington Semester is a true international community and experience.

### **Other Off-Campus Programs and Opportunities**

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

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

Individuals desiring career-oriented experiences in the natural science fields may participate in the ongoing research programs of water quality studies involving northern Ohio streams

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

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

### **ROTC Program**

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

### **Air Force ROTC**

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

### **Army ROTC**

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

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

## **► COOPERATIVE DEGREE PROGRAMS**

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

## ► GRADUATE STUDIES

Beginning in June 1987 a Master of Arts in Education degree program was instituted. This program is designed to improve teachers' classroom competencies and leadership capabilities. In January 1989 a Master of Arts in Counseling degree program was instituted. This program is designed to develop in students the knowledge, skills and attitudes needed to professionally provide counseling services to clients in school and non-school settings.

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

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

The *Graduate Studies Catalog* available from the Office of Graduate Studies gives details of all programs.

# Programs of Study



## ► DEPARTMENTS OF INSTRUCTION

The Departments of Instruction, which are arranged in alphabetical order, state requirements for a major in that department and list other departments from which courses may be selected to complete the major. Courses outside the department which may be accepted toward a major are listed at the end of the regular courses of the department.

The hours for classes and the rooms in which they will be held are found in the Schedule of Classes, which is located on the University website at [oasis.heidelberg.edu](http://oasis.heidelberg.edu). A comma between course numbers (e.g. 101, 102) indicates a two-semester sequence in which the first semester is not a prerequisite to the second semester. A dash between course numbers (e.g. 101-102) indicates a two-semester sequence in which the first semester is a prerequisite to the second semester, but may be taken for credit without the second.

The level of a course is indicated by its number. Courses in the 100's are intended for first-year students; those in the 200's are open to sophomores; those in the 300's, to juniors and seniors and those in the 400's, to seniors only. A student may take courses at his or her level or lower, but never above his or her level except under special circumstances with the approval of the Department Chair.

Ordinarily, odd-numbered courses are offered during the first semester and even-numbered courses during the second. Some courses, however, are offered both semesters without a change in number. Demand for certain courses or staff conditions may also necessitate a change in the usual sequence. Some courses are offered in alternate years only. An effort has been made to indicate, for your planning, when courses are offered. For uniformity, the notations are based upon the academic year dates. For example, "Fall of even-odd years" means "Fall of 2012-13," "Fall of 2014-2015," etc.; "Spring of odd-even years" means "Spring of 2013-14," "Spring of 2015-16," etc. If fewer than eight students elect a course, or if unforeseen difficulties arise, the University reserves the right to withdraw it from the schedule without further notice.

## **ACCOUNTING (ACC) (See Business Administration, Accounting and Economics)**

## **ANTHROPOLOGY (ANT) (See Political Science, Anthropology and Criminal Justice)**

## **ART (ART)**

Assistant Professor L. Chudzinski.

**Minor in Art** (15 hours): 6-9 hours including: ART 102 or 103; and from the following list: ART 312, 355; ART 131 or MED 211; MED 226; PHY 104. Select remaining hours from ART 118; ENG 152; MED 255; NDI 112, 301, 302; or PHI 200.

## **ATHLETIC TRAINING (ATR)**

Associate Professor Bates, Assistant Professor Musgrave; Instructors Bean and Winner.

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

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

**Major:** 47 semester hours of ATR & HSC plus 29 hours of allied courses.

**Required Courses:** ATR 171, 180, 213, 252, 269, 270, 271, 345, 350, 371, 372, 381 (Junior



level discipline specific communication requirement), 382 (Junior level discipline specific communication requirement), 389, 470, and 471. HSC 110, 150, 290, 425, 477, 485, 487, and 490 (Senior Capstone Experience).

**Allied Courses:** BIO 363, 364; HPE 306; MTH 115, 210 (Students with transfer credit for MTH 210 will be exempt from MTH 115); PSY 101, 406; and, select one course from: BIO 110 or 123.

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

1. Complete the following course work at Heidelberg with a grade of “B-” or better:
  - HSC 110 Foundations of Professional Practice (Fall or Spring)
  - ATR 180 The Professional Rescuer (Spring Only)
  - ATR 171 Prevention of Athletic Injury and Illness (Fall Or Spring)
  - HSC 150 Medical Terminology (Spring Only)
  - BIO 110 Current Biological Problems (Fall Or Spring)
  - (BIO 123L strongly recommended for students interested in further pursuing a degree in physical therapy or like health care professionals) (Fall)
2. Complete a minimum of 75 minimum hours of observation (non-patient care) in the clinical athletic training setting under the supervision of a Heidelberg University ATEP Faculty ACI/CI. These hours do not count toward the required minimum 800 clock-hours for graduation for the ATEP. Students will be formally evaluated at the completion of the observation hours.
3. Successfully complete the Observation Proficiencies associated within ATR 180 in conjunction with the minimum 75 observation hours. The proficiencies should be submitted with the formal application to the ATEP.
4. Earn a minimum cumulative GPA of 2.75 during the application year.
5. Demonstrate compliance with all of Heidelberg’s ATEP policies (policies found at <http://www.heidelberg.edu/academiclife/depts/athtraining/academics/policies>).
6. Complete a formal interview with members of the ATEP Selection Committee to assess the intellectual, social and technical skills of the candidate.
7. Completion of Blood-Borne Pathogen Training prior to beginning any clinical observation hours with the ATEP Clinical Coordinator and completion of Blood-Borne Pathogen Training provided by the Stoner Health Center (TBA Spring semester).
8. Submission of three letters of recommendation using the form within the ATEP Application (can be completed by any non-Heidelberg Athletic Training Faculty).
9. Submission of the completed ATEP Application that includes all general forms and medical forms information included therein.
10. The completed ATEP Application is DUE on or before APRIL 1st by noon to the ATEP Director’s Office. If APRIL 1st were to fall on a weekend, candidates need to make arrangements to turn the application in on the following Monday by noon.
11. Admission to the Athletic Training Education Program is competitive and selective. Completion of the application standards does not guarantee admission into the ATEP. Final admission into the program rests with the decision of the ATEP Selection Committee. Enrollment in the ATEP is typically limited to twelve per -academic year.
12. The ATEP Director reserves the right to institute an “Ability to Benefit Policy” in unique situations. This policy allows an AT candidate to be considered for entry into the ATEP if:
  - (a) An AT candidate does not meet all ATEP Application requirements because of some unusual and/or extenuating circumstances which may have potentially affected their application process.
  - (b) There are more than 12 qualified AT candidates that have completed the ATEP Application, the ATEP Director may admit more than 12 candidates if the ATEP is able to maintain the required 8:1 students to faculty ratio.

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

#### **Academic Retention Criteria:**

- 1) Maintain a cumulative grade point average of 2.5 while enrolled in the ATEP.
- 2) Each semester students must maintain a 2.5 GPA.
- 3) In athletic training; students must earn a minimum 3.0 GPA within the core AT courses (offered within the athletic training department).
- 4) The student shall receive satisfactory evaluations from supervising clinical instructors.

#### **Other Non-Academic Retention Criteria:**

- 1) Maintaining First Aid and CPR/AED Professional Rescuer Certifications.
- 2) Maintaining a current physical on file with the health center.
- 3) Demonstrating compliance with all Heidelberg’s ATEP policies.

- 4) Obtaining Hepatitis B vaccinations and annual TB vaccinations.
- 5) Completing annual Blood borne Pathogen training.
- 6) Continuing to meet the Heidelberg College ATEP Technical Standards for Admission.
- 7) Other tasks as deemed necessary of students by the Commission on Accreditation for Athletic Training Education (CAATE) for an accredited ATEP.

**Probation:**

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

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

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

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

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

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

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

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

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

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

- 5) Once the student is reinstated into the ATEP, he/she may resume the academic sequencing of the specific Athletic Training Department courses.
- 6) A student may only request a reinstatement policy once after being dismissed from the program.

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

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

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

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

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

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

- 1) Professional Dress and Appearance
 

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

  - a) It is the responsibility of the Athletic Training student to seek out a place to store, secure and change clothes at each facility, if necessary.
  - b) Standards of professional dress will be established by each individual site and/or supervising Approved Clinical Instructor (ACI)/Clinical Instructor (CI).
  - c) Athletic Training students shall keep a professional appearance during their clinical rotations. Students are expected to shower/shave daily. Some clinical settings might require the removal of piercing(s).
- 2) Interpersonal Relationships
 

As an Athletic Training student you will have extensive interaction with student athletes at Heidelberg. As a result you may become friends with many of them. It is the policy of the ATEP to discourage the Athletic Training student from fraternization with student athletes or other Athletic Training students associated with a sport they are currently working with. If this does occur, the ATEP director will have the prerogative to reassign the student(s) involved to a new site. These fraternization rules are standard at many places of employment and exist for your own protection and benefit.
- 3) Confidentiality: All information regarding the health of a student athlete is confidential and is not to be shared by the Athletic Training student with anyone not directly involved in the care of the student athlete. Any breach of the confidentiality policy will result in re-assignment to an alternate clinical site.
- 4) Punctuality: The Athletic Training student is expected to be punctual, arriving at whichever time has been established with the clinical instructor. If the Athletic Training student has a conflict at any time he/she needs to contact his/her clinical instructor as soon as possible for resolution.
- 5) Adherence to Athletic Training Room and Affiliated Site Rules and Regulations Students are expected to adhere to the rules and regulations of each medical care facility during clinical assignments. It is the student's responsibility to gain clarification on any rules or regulations set forth in the clinical setting.
- 6) Code of Ethics: Students are expected to promote professional conduct in compliance with the code of ethics set forth by the National Athletic Trainers' Association ([www.nata.org](http://www.nata.org)).
- 7) Harassment and discrimination in any form (sexual, verbal or physical) is strictly prohibited and will not be tolerated. Any student found to be in violation will be immediately dismissed from the program. Students should report any problems with other students, faculty members, coaches, athletes or clinical instructors to the ATEP Director.

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

The ATEP will operate on a “three strikes and you’re out” policy for the enforcement of the policy on professional conduct. If not initiated by the ATEP Director, the supervising ACI/CI will contact the ATEP Director in the event disciplinary action is warranted. First Offense—will result in a written warning that will be placed in the student’s comprehensive ATEP file. Second Offense—will result in a second written warning that will be placed in the student’s comprehensive ATEP file. Third Offense—will result in expulsion letter from the ATEP Director.

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

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

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

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

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

**ATEP Clinical Education:** The clinical education component of the Athletic Training Education Program (ATEP) offers both on-campus and off-campus clinical education experiences. The educational experiences provide the athletic training students (ATS) an opportunity to progress from competency to proficiency in clinical skill work. These clinical skills are directly related to the profession of Athletic Training as outlined by the 4th Edition of the NATA Educational Competencies.

Students will be assigned by the Clinical Coordinator to be supervised by an Approved Clinical Instructor (ACI) or Clinical Instructor (CI). Each student will be typically assigned to three different clinical rotations per academic calendar year. The clinical experiences are directly tied to the ATEP Clinical Coursework (see below). The ATS will gain experience working in a variety of clinical settings and patient populations. The ATS will also gain practical clinical educational experiences that will provide direct and regular interactions with various physicians, certified athletic trainers, registered nurses, physical therapists, occupational therapists, chiropractors, paramedics, emergency medical technicians, and other relevant members of the sports medicine team.

Clinical Education Requirements:

1. Adherence to all ATEP Policies and Procedures, see the complete ATEP Student Handbook at [www.heidelberg.edu/academiclife/depts/athtraining/academics](http://www.heidelberg.edu/academiclife/depts/athtraining/academics)
2. Under the direct supervision of a Heidelberg University ATEP ACI/CI at an ATEP affiliate clinical site, ATEP students will:
  - Complete a minimum of 800 clinical hours in a variety of settings including but not limited to collegiate, high school, rehabilitation, general medical, and other settings as assigned by the Clinical Coordinator.
  - Completion of 75 clinical observation hours as an Athletic Training Candidate as a requirement of the ATEP application. NOTE: observation hours do not count toward the required minimum 800 clinical hours.
    - See <http://www.heidelberg.edu/academiclife/depts/athtraining/prospective/admission> for more details regarding the ATEP application
  - Complete the six sequential clinical courses including ATR 270, ATR 271, ATR 371, ATR 372, ATR 470, and ATR 471
    - The general medical rotation requirements are outlined in the AT Student Handbook and the clinical course syllabus for both ATR 270 and ATR 271
    - Each clinical course reflects didactic instruction of clinical skills learned in previous semester of academic coursework

- ° Each clinical course has specific completion criteria and is appropriate to the ATS level within the ATEP (See Item 3 below for more details)
  - If a student does not successfully complete all of the requirements of their clinical course as outlined in each clinical course syllabus, the student will not be allowed to proceed to additional clinical or didactic ATR coursework which will result in the student needing to complete a(n) additional semester(s) at Heidelberg University beyond the traditional 4 year plan to complete the ATEP.
3. Enroll in Athletic Training Clinical Course appropriate to student level and successful completion at 80% of the overall course grade. Additional detail regarding the ATEP Clinical Coursework can be found in the AT Student Handbook online at [www.heidelberg.edu/academiclife/depts/athtraining](http://www.heidelberg.edu/academiclife/depts/athtraining).

## BIOLOGICAL AND ENVIRONMENTAL SCIENCES (BIO, ENS)

Professors K. Baker, Berger, Carty, Faber, Krieger; Assistant Professor Spencer.

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

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

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

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

### Biology Major

**Major:** 40 semester hours of which 28 must include: BIO 123, 123L, 124, 213, 223, 224, 311 (Junior level discipline specific communication requirement), 312, 363, and a capstone course as described below. The remainder of hours may be in BIO or ENS. BIO 115 nor BIO 205 will not count toward the major hours.

**Allied Courses:** All biology majors must take 8 semester hours of Chemistry (111 and 112), 8 semester hours of Physics (101 and 102), and two courses of Mathematics (neither MATH 117 nor 118) or one Math (neither MATH 117 nor 118) and BIO 205.

**Capstone Requirement:** All Biology majors are required to complete a capstone experience designed to heighten their understanding of their chosen field. To this end, majors are asked to take one of the following courses, a principal component of which is a semester-long research project: BIO 303, 318, 325, 334, or 415.

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

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

No grade of “D” shall be waived in 200, 300 or 400 level biology courses being applied toward either biology major or minor.

## **Environmental Science Major**

**Major:** 34 semester hours including: ENS 101, 101L, 300 (Junior-level discipline specific communication requirement), 324, and 334 (Senior Capstone Experience), BIO 205, CHM 205, GEO 250, 308 and 350.

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

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

No grade of “D” may be waived for any required course above the 100 level applied toward the Environmental Science major, nor for the Environmental Studies minor.

## **Associated Resources**

### **National Center for Water Quality Research (See Biological and Environmental Sciences)**

#### **Natural Areas**

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

#### **Belize**

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

#### **Internships**

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

## **SCHOOL OF BUSINESS**

### **BUSINESS ADMINISTRATION (BAE, MKT, MGT, FIN), ACCOUNTING (ACC) AND ECONOMICS (ECO)**

Professors H. Ahmed, J. Chudzinski, Keener, Tucker; Associate Professor J. Cook; Kraft; Assistant Professors Kohne, and Stine.

The School of Business offers majors in Accounting, Business Administration, and Economics, and a minor in Economics. The Business Administration major offers four concentrations of study: Finance, Management, Marketing, and Self-Designed Business. The concentration selected will appear on your official University transcript. All Business Administration major and Accounting major programs entail completion of a core set of preprofessional and professional requirements. Specific requirements vary by program.

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

#### **Accounting Major**

The accounting major complies with the recommendations of the Ohio Society of Certified Public Accountants for the initial 120 hours. Those who complete the Accounting major, and an additional 30 semester hours, are qualified to take the Ohio CPA exam. The Heidelberg

Accounting major has an emphasis on both financial accounting and on the aspects of management necessary for a successful career in corporate accounting. Please see the department chair for additional information on the “150 Hour Rule” for accounting majors.

### **Required Core Courses**

#### **Pre-professional Core**

**Major:** 12 hours: ACC 201, 202, ECO 251, 252

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

#### **Professional Core**

**Major:** 42 hours: ACC 334, 353, 363, 364 (Junior level discipline specific communication requirement), 373, 463 (Senior Capstone Experience), 466, 474; BAE 318, 319, FIN 301, MKT 302, MGT 300; MGT 360 or MGT 320

## **Business Administration Major**

Business Administration is a solid preparation for a career in business or management and for careers in accounting, finance, marketing, or production in public, private, profit, or non-profit organizations and for graduate school. Students develop specialized skills and also improve their capacity to analyze, communicate effectively with associates, think independently and logically, and to get along in various work situations.

### **Required Core Courses**

#### **Pre-professional Core**

**Major:** 12 hours: ACC 201, 202, ECO 251, 252

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

#### **Professional Core**

**Major:** 21 hours: BAE 318, ECO 352, FIN 301, MKT 302 (Junior level discipline specific communication requirement), MGT 300 (Junior level discipline specific communication requirement), 360, 490 (Senior Capstone Experience).

### **Concentrations**

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

#### **Concentration in Finance**

**Additional Courses:** 9 Hours: FIN 330, 350, 430

The concentration in finance provides students with a fundamental understanding of how to analyze financial decisions and to consider risks so that financial capital is efficiently managed. Course requirements expose students to theory and practice of corporate finance, theory and practice of managing investments, and financial markets and institutions.

#### **Concentration in Management**

**Additional Courses:** 9 hours: MGT 320, 340, 420

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

### **Concentration in Marketing**

**Additional Courses:** 9 hours: MKT 325, 345, 435

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

### **No Concentration Option**

**Additional Courses:** 9 Hours: Three courses with three different prefixes from ACC, BAE, ECO, FIN, MGT or MKT at the 300 or 400 level beyond the professional core. The No Concentration option provides a student with the opportunity to choose courses that reflect his or her specific interests. The no concentration option must be declared in the same way the concentrations are declared.

## **Economics Major and Minor**

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

### **Required Core Courses**

#### **Pre-professional Core**

**Major:** 9 hours: ACC 201, ECO 251, 252

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

#### **Professional Core**

**Major:** 18 hours: ECO 361 (Junior level discipline specific communication requirement), 362 (Junior level discipline specific communication requirement); 451 (Senior Capstone Experience) plus three additional courses to be selected from: ECO 330, 342, 344, 346, 352, 358, and 364; BAE 355; FIN 301, 350 and 430.

**Minor in Economics:** 18 hours: ECO 251, 252, 361 or 362; and three additional courses from: ECO 330, 342, 344, 346, 352, 358, 361, 362, 364

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

## **Master of Business Administration**

The Master of Business Administration degree program is designed to develop in students the knowledge and skills needed for general management. In particular, the attributes of understanding, judgment, and communication leading to action are promoted. Decision making under conditions of uncertainty and the entrepreneurial skill of strategic planning are emphasized using the instructional method of discussion pedagogy with experiential learning. All courses include the integration of international and cultural components with objectives and outcomes. An MBA in general management and an MBA in general management with an entrepreneurship track are offered.

For a detailed description of the program, please request a Graduate Studies Catalog from the Office of Graduate Studies.

## **CHEMISTRY (CHM)**

Associate Professor B. Smith; Assistant Professors Beres and Roerdink.

The Chemistry Department offers three areas of concentration: chemistry and biochemistry. Our chemistry program meets the needs of students pursuing a variety of study and career options in the chemical sciences. Included are the students who anticipate careers as professional chemist, biochemist, or forensic scientist in industry, government or education; seek thorough and comprehensive pre-professional training for the medical sciences (medicine, veterinary medicine, dentistry, physician assistant, etc.); or plan to engage in secondary science teaching or desire a knowledge of chemistry as a part of their liberal arts experience.

Chemistry majors must complete the set of core courses and may choose an additional area of concentration, namely the Biochemistry Track. Chemistry majors who intend to enter graduate school in chemistry should strongly consider CHM 308, 404, 411, 415 and additional 400-level courses in addition to the requirements listed below.



**Chemistry Major:** 3 semester hours consisting of MTH 222, 223, PHY 101, 102, CHM 111, 112, 201, 202, 305, 307 (Junior Level Discipline Specific Communication Requirement), 422 (Senior Capstone Experience), and 4 additional CHM credit hours (excluding CHM 103/103L).

**Biochemistry Track:** All of the above Chemistry Major plus BIO 123, 123L, 124, 223, 224, 325, CHM 415, 416 and 417.

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

## **COMMUNICATION AND THEATRE ARTS (COM, MED, MMG, PBR, THR)**

Professor Dickerson; Assistant Professors L. Chudzinski, J. O'Reilly, and Tucci;

Instructors Detwiler, Higgins, K. Miller, Pfister, Spahr, and Surface.

Media Communication Center Director: J. Pfister.

Media Management Coordinating Committee: Dickerson, Ahmed, J. O'Reilly,

Public Relations Coordinating Committee: Ahmed, J. O'Reilly, and Reyer.

The programs of the Communication and Theatre Arts discipline are designed to provide a background in communication studies, media, media management, theatre, and public relations within the context of a liberal arts education to prepare majors for job-related goals or advanced training. Since the beginning of Western civilization, skill in public speaking has been the mark of a well-educated person while theatre has become a primary medium for artistic expression. During this century we continue to experience the rapid explosion of communication technologies, globalization, and diversity. As a result, a critical emphasis is now placed on functional group and interpersonal communication competence as well as media literacy for individuals and corporate citizens. Courses and co-curricular activities in the department provide students with opportunities to develop communication competence and media literacy through knowledge, skills, sensitivity, and values along with aesthetic appreciation in communication, media, public relations, and theatre. Departmental content areas include Communication Studies, Media, Media Management, Public Relations, and Theatre. The department offers minors in Broadcast Journalism, Communication Studies, Film Studies, and Theatre Arts.

### **Communication and Theatre Arts Major**

**Communication Studies Track:** (32 semester hrs.) The Communication Studies track is designed for students planning careers in business, higher education, politics, law, social sciences, the ministry, and advanced study in communication.

**Required:**

COM 104, 210, 245, 250, 310, 311, 350 (Junior level discipline specific communication requirement), 351, 410, 411 (Senior Capstone Experience)

**Plus, select at least one from each group:**

**Group One:**

COM 246, 247, 254

**Group Two:**

THR 105, 150, 207

**Group Three:**

MED 156, 255, 256, 356, 375

**Plus, select at least two different CTA experiential learning courses from:**

MED 216, COM 217, MED 218, THR 219 or THR 220 (1 hour each)

**Media Track:** (35 semester hrs.) The media track is designed for students planning careers in broadcast journalism, higher education, media production, media programming, and advanced study in mass communication.

**Required:**

COM 210, 245, 310, 350 (Junior level discipline specific communication requirement), 410, 411 (Senior Capstone Experience); MED 156, 205, 226, 326, 356, 375

**Plus, select at least one from each group:**

**Group One:**

COM 246, 247, 351

**Group Two:**

THR 150, 207, 308

**Plus, select at least two different CTA experiential learning courses from:**

MED 216, COM 217, MED 218, THR 219 or THR 220 (1 hour each)

**Theatre Track:** (34 semester hrs.) Theatre provides study for those seeking careers or advanced study in theatre.

**Required:**

COM 210, 245, 310, 410, COM 411 (Senior Capstone Experience); THR 105, 150, 207, 215, 216, 306, 307, 325, 327 (Junior level discipline specific communication requirement)

**Plus, select at least one from:**

THR 308, 320, 407

**Plus, select at least two different CTA experiential learning courses from:**

MED 216, COM 217, MED 218, THR 219 or THR 220 (1 hour each)

## Media Management Major

**Media Management Major:** (47 sem. hrs.) The Media Management major is an interdisciplinary program based on coursework in Communication, Media, Accounting, Economics, Management, and Marketing. Required core coursework is complemented by a student-designed concentration in a specific area of interest. The curriculum provides students with the opportunity to develop an understanding of the artistic, institutional, and commercial implications of media and to prepare them for careers associated with the business side of media and advanced study in media management.

**Required:**

**Business Core:**

ACC 201, 202; ECO 251, 252; MGT 300; MKT 302

**Communication and Media Core:**

COM 104, 350; MED 156, 356, 375

**Media Management Core:**

MMG 357 (Junior level discipline specific communication requirement), 411 (Senior Capstone Experience)

**Self-Designed Concentration:**

After completing ACC 201, ACC 202, ECO 251, ECO 252, COM 104, and MED 156, a Media Management major must propose a 9-sem. hr. concentration in his/her area of interest within media. This self-designed option must include at least 3 sem. hrs. of Internship, Practicum, or Independent Study and be built from existing courses. All concentrations must be approved by the Media Management Coordinating Committee prior to the student enrolling in MMG 357 and MMG 411.

**Recommended:**

COM 311; MKT 325, 345; MMG 345; PSY 210; two experiential learning courses (1 hr. each): COM 217, MED 216, 218, THR 219, 220)

## Public Relations Major

**Public Relations Major:** (45 semester hrs.) The Public Relations major is an interdisciplinary major based on coursework in Business, English, and Communication. The program provides a core course of study that emphasizes both theory and practice so that students may develop the understanding and skills needed to become a competent professional.

**Required:**

ACC 201; ECO 251, 252; MKT 302; MTH 115, MTH 210; CPS 100; ENG 313; MED 211, 212, 226; COM 351; PBR 357 (Junior level discipline specific communication requirement), 358 (Junior level discipline specific communication requirement), 458 (Senior Capstone Experience))

**Recommended Self-Designed Concentration:**

A Public Relations major may propose a 9-sem. hr. concentration in his/her area of interest. This self-designed option must include at least 3 sem. hrs. of Internship, Practicum, or Independent Study and be built from existing courses. All concentrations must be approved by the Public Relations Coordinating Committee.

**Minors:**

**Broadcast Journalism:** (21 hrs.) MED 205, 212, 218 (3 hrs.), 226, 326, 356, and 375; POL 227 and MED 156 are recommended.

**Communication:** (21 hrs.) COM 104, 245, 250, 311, 350, 351, plus one course from: COM 246, 247, or 254.

**Film Studies:** (21 hrs.) MED 205, 226, 255, 256; THR 308 plus one course from each of the following: PHY 104 or ART 131, NDI 302 or PHI 200 or any additional film topics course approved by the CTA Department chair. MUS 149 recommended.

**Theatre Arts:** (21 hrs.) THR 105, 150, 207, 215 or 216, 219, 220, 307, 327, plus one course from: 306, 308, or 320.

**The following combinations of tracks and /or minors are not permitted**

Communication Studies track and Media track  
Media track, Broadcast Journalism minor  
Communication Studies track, Communication minor  
Theatre track, Theatre Arts minor

**Experiential Learning Courses**

The student may take up to, but not exceed, four hours in any single experiential course or in any combination of MED 216, COM 217, MED 218, THR 219, and THR 220. The student must be enrolled in the course during the semester the activity is completed. See the course descriptions section of the catalog for a complete listing of experiential learning courses.

## **COMPUTER SCIENCE (CPS)**

Professor Close; Assistant Professors Huenemann and Joyce.

Computing has dramatically influenced progress in science, engineering, business, education, and many other avenues of human endeavor. Once primarily a tool of the mathematician and researcher, computers and computer information networks now permeate every aspect of daily life. The power of today's mobile devices rivals that of mainframe computers merely a generation ago. Modern commerce rides on the global Internet; modern communication and decision making rely on computing systems and network infrastructures; modern entertainment devices are based on microchips and software technology.

The Department of Computer Science offers two majors and a minor devoted to the study of computing and information technologies. Graduates of the department are well prepared to enter a variety of careers where computing systems are important.

### **Computer Science Major and Minor**

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

**Major:** CPS 150, 201, 202, 301, 302, 311, 312, 325, 343 (Junior level discipline specific communication requirement), and 490 (Senior Capstone Experience) plus two additional courses from CPS 314, 316, 330, 340, 341 and 350.

**Allied Courses:** PHI 202 or 380, and two mathematics courses which must include either MTH 210 or 312.

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

### **Information Systems Major**

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

**Major:** CPS 150, 201, 202 or 215, 302, 314, 316, 325, 341 (Junior level discipline specific communication requirement), and 490 (Senior Capstone Experience); plus two additional courses from CPS 202, 215, 301, 311, 312, 330, 340, 343 and 350.

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

## **CRIMINAL JUSTICE (CJS) (See Political Science, Anthropology and Criminal Justice)**

## **ECONOMICS (ECO) (See Business Administration, Accounting and Economics)**

### **SCHOOL OF EDUCATION (EDU, EIS)**

#### **Education Major**

Professor Swanson; Associate Professors Grine and Haley; Assistant Professor Wasserman and Williams.

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

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

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

Entering freshmen will be classified as Conditional Education Majors (EDC) and will take EDU 110 or MUS 110 (Music Education majors only), EDU 115 or 6 MUS 115 (Music Education majors only) and PSY 101 during their freshman year. Upon successful completion of these courses (C - or higher), students may enroll in EDU 200, the accompanying seminar, and EIS 265/266. A one week residential camp experience with a diverse student population is required in EIS 266. Upon successful completion of these courses (C - or higher), conditional education majors may enroll in EDU 220 and the accompanying seminar. (A 2.75 GPA also is required). Students enrolled in EDU 220 will be required to register to take the Principles of Learning and Teaching (PLT) examination prior to the end of the course. During EDU 220, students should apply for admission to the Education Licensure Program.

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

1. A cumulative grade point average of 2.75 or better
2. Demonstration of General Education Proficiency in the following ways:  
A score of 175 on each subtest of the Praxis I: Pre-Professional Skills Test (PPST).  
A minimum composite score of 21 on the Enhanced American College Test (ACT) or a minimum score of 1000 on the Scholastic Aptitude Test (SAT).
3. Registration for the Principles of Learning (PLT) examination appropriate for the student's licensure area.

Once accepted into the licensure program, Conditional Education majors will be classified as Education Licensure Candidates (EDL). Conditional Education majors will not be permitted to enroll in 300-level professional education classes until they are classified as EDL. They also must maintain a 3.00 cumulative GPA in order to enroll in any professional education courses at the 300-level or above. (The 3.00 GPA may be waived for candidates who have earned a passing score on all state-mandated tests required for the licensure area.)

Education Licensure Candidates (EDL) must earn state passing scores on all state mandated tests required for their licensure area before they will be permitted to register for student teaching (EDU 426, 427, 428, 429, 430). These include Praxis II tests, designed to ensure that candidates have acquired the minimal knowledge necessary for entry-level teaching positions

and examinations provided by ACTFL that assess the spoken and written proficiency of Spanish education majors.

Upon graduation, candidates will receive a four-year Resident Educator license. The Transition Resident Educator Program includes Instructional Mentoring from a trained mentor and a system of formative assessment over the course of one academic year. The mentor and superintendent will then sign the Resident Educator’s application for a professional license, completing the transition to a five-year license.

The state of Ohio requires that all Early, Middle Childhood Majors and those adding Intervention Specialist to complete a reading core of 12 credit hours. These hours are built into the candidate’s program so that “reading teacher” will automatically appear as a teaching area on their license.

(NOTE: this is not equivalent to a reading endorsement). The required courses include EDU 230, 344 or 350, 414 and EIS 285. Anyone who has graduated without reading teacher status may also add reading to their licensure after completing the above courses.

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

For the 2010-2011 academic year, Heidelberg University had a summary pass rate of 100% on the required Praxis II licensure tests. The 3-year follow-up pass rate on all required Praxis II licensure tests for the 2007-2008 completers cohort is 100%.

Ohio law requires that all persons working in schools with students must complete both an Ohio criminal background check and an FBI criminal background check, conducted by the Bureau of Criminal Identification Investigation (BCII). This includes all education majors who are registered for any course with a field experience component. Incoming first-year students can get details about getting this check done prior to coming to Heidelberg by contacting the education department office.

**Required Education Licensure Core Courses: 23 semester hours**

EDU 110 or MUS 110, EDU 115, 200, 220, 416, EIS 265, EIS 266, 468 and one or more of: EDU 426, 427, 428, 429, 430. Music Education majors will take MUS 115 in lieu of EDU 115.

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

**II. Education Major: Middle Childhood Licensure Track—26 hrs.:** EDU 207, 227, 230, 350, 375, 400, 414; EIS 285, 379 and two of the following: EDU 360, 373, 380, 390. The goal of this track is to prepare teachers for grades 4 through 9. Students in this track must complete two of the following Areas of Concentration:

<b>Language Arts</b>	<b>Social Studies</b>	<b>Mathematics</b>	<b>Science</b>
ENG 102	EDU 373	EDU 380	EDU 390
MED 216	ECO 102	MTH 117	BIO 110 and 110L
ENG 210	HIS 105	MTH 118	ENS 101
OR MED 212	HIS 106	CPS 100 or 150	PHY 100
ENG 231 OR 232	HIS 107	MTH 115*	PHY 172
NDI 382	POL 227	MTH 121	CHM 103
EDU 218	HIS 120	MTH 210	GEO 101 and 101L
MED 156	HIS 113	MTH 222	+1 hour in a lab in either
EDU 324	NDI 310		ENS, CHM, or PHY
EDU 360			

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

Junior Level Discipline-Specific Communication Requirement for Middle Childhood is EDU 350. The Senior Capstone is EDU 427.

**Middle Childhood Generalist**

The Middle Childhood Generalist is an endorsement available only to those already holding a middle childhood license. It will allow the candidate to teach all subjects in grades 4-5-6 only. It is designed to meet the need in those schools with self-contained

classrooms in those grades. The candidate will not be restricted to self-contained situations. Grade level is the only restriction.

The following program has been approved for Heidelberg:

**To add English:**

Take: ENG 101 and ENG 102

Pass: Praxis Test #0049 (score 156) or #0014 (score 143)  
(Mid. Sc. LA) (El. Ed. Content Know.)

**To add Math:**

Take: MTH 117 and MTH 118

Pass: Praxis Test #0069 (score 143) or #0014 (score 143)  
(Mid. Sc. Math) (El. Ed. Content Know.)

**To add Social Studies:**

Take: HIS 107 and POL 127

Pass: Praxis Test #0089 (score 151) or #0014 (score 143)  
(Mid. Sc. SS) (El. Ed. Content Know.)

**To add Science:**

Take: BIO 110 and GEO 101

Pass: Praxis Test #0439 (score 144) or #0014 (score 143)  
(Mid. Sc. Science) (El. Ed. Content Know.)

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

**III. Education Major: Adolescent to Young Adult Track—12 hrs.:** EDU 208, 228, 350, 400; EIS 379 and one of the following: EDU 366, 376, 386, 396. NOTE: The AYA Track may allow for a content major to be chosen from Math, English, History or Biology. EDU 230, 414 and EIS 285 are required for any AYA major adding Intervention Specialist License. The goal of the AYA track is to prepare teachers for grades 7 through 12.

**A. Integrated Math License (AMT):** 37 semester hours

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

**Allied Courses:** PHY 101, CPS 150, 201.

**B. Integrated Language Arts License (ALA):** 55–56 semester hours

**Required:** ENG 101, 102, 205 or 206, 210; MED 156, 212; ENG 221 or 222, 231 or 232, 291, 306 or 307, 346, 491 or 492; EDU 218, 324; NDI 382.

**Allied Courses:** Choose 3 from: COM 100; MED 211, 356; THR 207, 306.

**C. Integrated Social Studies License (AIS):** 54 semester hours

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

**D. Life Sciences License (ABI):** 56–62 semester hours (Teaching area: Biology)

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

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

**E. Integrated Science Option I (ASC):** 67 semester hours

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

**Required:** BIO 123, 123L, 124, 223, 224, 213 or 334, 363; CHM 111,112, 201, 202 or 305; GEO 101, 104 or 116, 201; PHY 101, 102, 172, 227, 228

**F. Integrated Science Option II:** 56–62 hours

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

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

CHM 201, 202, 305 and 307

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

GEO 104 or 116, 201, 309, and 352; PHY 172

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

PHY 216, 227, 228, and 391.

Choose two additional 300-level physics courses

Junior Level Discipline-Specific Communication Requirement for Adolescent to Young Adult is EDU 350. The Senior Capstone is EDU 428.

**IV. Multi-Age Track**—Note: This licensure track is paired with a content major for Spanish. Thus, students are Spanish and Education Majors. However, Music, Health, and Physical Education candidates are not considered Education Majors, just licensure candidates. They are either a music, or a health and/or physical education major. The goal of the Multi-Age track is to prepare Spanish, Music, Health and Physical Education teachers for Pre-K through grade 12.

**A. Spanish License— 13 hrs.:** EDU 201, 207 or 208, 229, 336, 347, 400; EIS 379. (See required Education Licensure Core Courses.)

**Spanish Courses:**

**Required:** 30 hours in Spanish beyond the introductory sequence (101-102), including the following: SPA 290, 489, 490; one Spanish course in Latin American or Spanish (Peninsular) literature and one Latin American or Spanish (Peninsular) culture; SPA 335 (required for Education majors only).

**Allied Courses:** One of the following allied courses: HIS 251, 252, 321, 322, 361; ENG 206; BIO 375; POL 250, 263; NDI 115, 120, 206, 301, 302, 340, 345, 382 or any course in another language.

Students are required to spend one semester studying abroad at an approved site in Spain or Latin America.

**B. Music License—15-16 hrs.:** EDU 229, 347, 400; EIS 379; MUS 363, 373, 374, 375 (Instrumental, Piano or Organ, String) or 415 (voice or piano). (See required Education Licensure Core Courses and the Music Major section for Bachelor of Music Education Concentration Requirements.)

**C. Health and Physical Education License (May choose either or both.) (See required Education Licensure Core Courses.)**

**Required:** 6 hours EDU 329, 347 and 400

**Major Licensure Courses:** 32 sem. hrs.

ATR 213; BIO 110; BIO 235 or HSC 487; HPE 116, 201, 302, 313, 314, 444, 454; PSY 101

**Choose 4 classes from the following:**

HPE 404 Teaching of Basketball; HPE 405 Teaching of Volleyball; HPE 406 Teaching of Soccer; HPE 407 Teaching of Softball; HPE 408 Teaching of Track and Field; HPE 409 Teaching of Tennis

**Courses Specific to Health Education Licensure: 16 sem. hrs.**

HPE 115; 240, 250, 306, 343; and PSY 206

**Courses Specific to Physical Education Licensure: 18 sem. hrs.**

HPE 121, 203, 339, 317, 318, 322, 410; choose 1 from the following: HPE 240 or HPE 306

**Junior Level Discipline-Specific Communication Requirement for Multiage is EDU 347. The Senior Capstone is EDU 430.**

**V. Education Major: Intervention Specialist Licensure Track—27 hrs.:** EDU 201, 230; 344 (Early), 347 (Multi-Age) or 350 (Middle and AYA); and 414; EIS 272, 273, 285, 350, 361, 379 (for 3 semester hours during Fall only), and 471. (See required Education Licensure Core Courses.)

\* This license may be added to another license. It is not a stand-alone program at Heidelberg. Its goal is to prepare teachers to work with children with Mild/Moderate Disabilities. Junior Level Discipline-Specific Communication Requirement is either EDU 344 (for Early and ISP) or 350 (for Middle or AYA and ISP). The Senior Capstone is EDU 429 (4 hrs.) and four additional hours from: EDU 426, 427, 428 or 430.

## Master of Arts in Education

Professors Bush and Swanson; Associate Professors Grine and Haley; Assistant Professor Williams.

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 to support and sustain on-going teacher development and school improvement and (2) value educational research and reflective practice as a component to effective teaching and life-long 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.

Vital Connections is the constructivist framework for the education programs at Heidelberg University. It is based on the notion that students are actively involved in constructing their own philosophy of education, implementing, and revising it. This involves three phases. The

first is becoming familiar with education theory as presented in the various classes. The second phase is practice in the schools, both vicarious and active. The third phase involves reflection on one's experiences as they relate to theory and revision of one's plans for subsequent experiences.

The three phases are synergistic (they interact with one another) and symbiotic (they are interdependent). Thus, constructivism is at the core of the conceptual framework and the "tools" of theory, practice, and reflection are used (1) to build one's understanding of the teaching/learning process, and (2) to connect the constructivist core to the individual.

For a detailed description of the programs, please request a *Graduate Studies Catalog* from the Office of Graduate Studies.

## ENGLISH (ENG)

Professors Kimmel, Reyer and Wahlstrom; Associate Professor Collar.

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

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

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

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

### Concentration in Literature

- A. All of the following: ENG 102, 221, 222, 231, 232, 291 (Junior level discipline specific communication requirement), 346, and 491 (Senior Capstone Experience).
- B. At least four courses from the following: ENG 205, 206, 300, 306, 307, 330, 340, 350, 355, 360.

### Concentration in Writing

- A. All of the following: ENG 102, 291 (Junior level discipline specific communication requirement), 492 (Senior Capstone Experience).
- B. At least five courses from the following: ENG 210, 213, 310, 311, 312, 313; MED 212; NDI 382.
- C. At least two courses from the following: ENG 205, 206, 221, 222, 231, 232.
- D. At least two courses from the following: ENG 300, 306, 307, 330, 340, 346, 350, 355, 360.

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

- A. All of the following: ENG 102, 221, 222, 231, 232, 291.
- B. At least one course from the following: ENG 205, 206, 300, 306, 307, 330, 340, 346, 350, 355, 360.

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

- A. Both ENG 102 and 291.
- B. At least five courses from the following: ENG 210, 213, 310, 311, 312, 313; MED 212; NDI 382.

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



## ENGLISH LANGUAGE INSTITUTE (ELI)

Director and Instructor Arnold.

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

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

### English Language Speaking and Listening

**011. Level I: Low-Intermediate Level Speaking and Listening** (3 sem. hrs.). Instruction in communicative competence needed for everyday living and academic life: conversation, role-playing, oral presentation and listening skills, learning and practicing syntactic patterns of speech. Four 1-hour class sessions per week. Additional hour(s) of instruction may be required based on student's level, such as the weekly conversation hour.

**012. Level II: Intermediate Level Speaking and Listening** (3 sem. hrs.). Instruction in communicative competence needed for academic life and academic coursework: conversation, discussion, role-playing, oral presentation and listening skills. Four 1-hour class sessions per week. Additional hour(s) of instruction may be required based on student's level, such as the weekly conversation hour.

**130. Level III: Academic Skills: High-Intermediate Speaking and Listening** (3 sem. hrs.). Instruction in communicative competence needed for academic life and academic coursework: conversation, discussion, role-playing, oral presentation, listening skills, and learning and practicing syntactic patterns of speech. Four 1-hour class sessions per week. Additional hour(s) of instruction may be required based on student's level, such as the weekly conversation hour.

**132. Level IV: Academic Skills: Advanced Speaking and Listening** (3 sem. hrs.). Instruction in listening and speaking skills needed for academic coursework, such as note taking from lectures, oral presentation and discussion and asking questions. Strategies for improving such skills are developed through a content-based approach, using guest speakers, current events and other material appropriate to academic study. Four 1-hour class sessions per week. Additional hour(s) of instruction may be required based on student's level, such as the weekly conversation hour.

### English Language Reading

**031. Level I: Low-Intermediate Level Reading** (3 sem. hrs.). Instruction and practice of reading strategies: previewing, questioning, reciting, and vocabulary development. Development of text comprehension include skills such as guessing vocabulary meaning, determining fact from opinion and understanding inferred meaning. Four 1-hour class sessions per week.

**032. Level II: Intermediate Level Reading** (3 sem. hrs.). Instruction and practice of reading strategies: previewing, questioning, reciting and vocabulary development. Development of text comprehension include skills such as guessing vocabulary meaning, prediction, determining fact from opinion, inference, summary. Four 1-hour class sessions per week.

**131. Level III: Academic Skills: Study Skills Advanced Level** (3 sem. hrs.). Instruction in learning strategies and study skills used in academic classes such as time management, reading strategies, textbook annotation, outlining, note taking, etc. Three 1-hour class sessions per week.

**133. Level IV: Academic Skills: Study Skills 2** (3 sem. hrs.). Instruction in learning strategies and study skills used in academic classes with an emphasis on reading news and current events, critical thinking skills, and integrated skills (reading, listening, and writing). Prerequisite: ELI 131 or by permission of instructor. Three 1-hr. class sessions per week.

### English Language Writing

**041. Level I: Low-Intermediate Level Writing** (3 sem. hrs.). Instruction and practice in basic writing processes: pre-writing, outlining, drafting and editing. Course focuses on paragraph structure and small essays, and includes journal writing, grammar reinforcement, and vocabulary development. The writing laboratory is designed to give the student the opportunity to practice writing and complete the class assignments. Laboratory work includes oneweekly training session in computer keyboard and word processing. Four 1-hour class sessions per week.

**042. Level II: Intermediate Level Writing** (3 sem. hrs.). Practice in basic writing processes: pre-writing, outlining, drafting, editing, and instruction and practice of various types of development, such as narrative, comparison-contrast and classification. Course focus is on essay writing, and includes journal writing, grammar reinforcement and vocabulary development. Three 1-hour class sessions per week, plus one hour consultation per week.

**141. Level III: Academic Skills: High-Intermediate Level Writing** (3 sem. hrs.). Instruction in writing for academic purposes. Includes prewriting, drafting, revising, vocabulary development and grammar reinforcement. The course focuses on the essay, short paper and accompanying research. The writing laboratory is designed to give the student the opportunity to practice writing and complete the class assignments. Computer word processing is included in the laboratory sessions. Prerequisite: ELI 041 and ELI 042, or permission of the HELI Director in conjunction with the HELI Placement Committee. Three 1-hour class sessions per week, plus one hour consultation per week.

**142. Level IV: Academic Skills: Advanced Level Writing** (3 sem. hrs.). Instruction in writing skills and processes needed for academic class work. Includes prewriting, drafting and revising of the essay, vocabulary development and grammar reinforcement. The course focuses on essay and paper writing, and includes a research paper as part of the final requirement. The writing laboratory is designed to give the student the opportunity to practice writing and complete the class assignments. Computer word processing is included in the laboratory sessions. Prerequisite: ELI 141, or permission of the HELI Director in conjunction with the HELI Placement Committee. Three 1-hour class sessions, plus one hour consultation per week.

### **TOEFL Preparation**

**051. TOEFL Preparation Level I** (3 sem. hrs.). Instruction in test-taking strategies for all sections of the TOEFL, with an emphasis on the listening comprehension and sentence structure portions of the test. Two 1-1/2 hour class sessions per week.

**052. TOEFL Preparation Level II** (3 sem. hrs.). Instruction in test-taking strategies for all sections of the TOEFL, with an emphasis on reading comprehension and vocabulary development. Two 1-1/2 hour class sessions per week.

### **Special Topics for ESL**

**070. Special Topics for ESL** (3 sem. hrs.). The topics concern areas not commonly stressed in other department courses. The course will be offered in response to student demand and within the confines of faculty time. Five 1-hour class sessions per week.

## **ENVIRONMENTAL SCIENCE (ENS) (See Biological and Environmental Sciences)**

## **FRENCH (FRN) (See Languages)**

## **GEOLOGY – EARTH SCIENCE (GEO)**

Professor Berger.

Coursework in Geology offers an introduction to general earth science and advanced topics with an emphasis on surface and environmental systems. Students majoring in Environmental Science may choose to specialize in Geology (see Environmental Science major). A minor in geology provides students with a background in geology, field experiences, and proficiency in at least two subfields. Environmental Science majors in the Geology track may not also minor in Geology.

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

## **GERMAN (GER) (See Languages)**

## **GREEK (GRK) (See Languages)**

## **HEALTH AND PHYSICAL EDUCATION (HPE)**

Assistant Professor McDonald.

The major purposes of the Health, Physical Education and Athletic Training Department are:

1. To offer programs of study that provide the foundation for career opportunities in areas related to health, physical education, recreation and leisure and sports medicine.
2. To provide a program of lifetime sport classes that introduce skills and knowledge that enhance an active lifestyle beyond the college years.
3. To offer classes that provide valuable knowledge in the areas of fitness and wellness.
4. To provide quality programs for participation in intramural and intercollegiate athletics.

## **I. Health, Physical Education and Recreation Major (Non-teacher licensure)**

32 semester hours

### **A. Sciences**

ATR 213; HPE 444; BIO 235

### **B. Evaluation**

HPE 313

### **C. Administration:** Choose one course from:

HPE 302 (Junior level discipline specific communication requirement) or 314 (Junior level discipline specific communication requirement)

### **D. Physical Education**

HPE 201

### **E. Health:** Choose two (2) courses from:

HPE 116, 240, or 306

### **F. Teaching of Sports:** Choose four (4) courses from:

HPE 404, 405, 406, 407, 408, 409, 410

### **G. Electives:** Choose six (6) semester hours from:

HPE 115, 121, 203, 216, 339, 250, 317, 318, 322, 343, 454

### **H. Capstone:** 1 semester hour

HPE 490 (Senior Capstone Experience)

*Required if no other Capstone is taken during the completion of a second major or licensure requirement.*

For the student who is not interested in pursuing a career in teaching, the H.P.E.R. major will prepare an individual for numerous career opportunities. Careers related to the H.P.E.R. major include coaching, sports club management, recreation director and adult fitness coordinator.

Courses used to complete this major do not complete in entirety the requirements for teacher licensure in physical education or health education.

## **II. Sport Management Major**

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

**Required Core Courses:** HPE 201, 203 or 2 hrs. from 404 to 410, 230 and 302 (Junior level discipline specific communication requirement); ACC 201; ECO 251. HPE 490 (Senior Capstone Experience) is also required if no other capstone is taken during the completion of a second major.

### **Fitness Concentration Additional Hours:**

**Required:** ATR 171, 213, 389; HSC 487; HPE 477 or HPE 444; BIO 235 or 363 or 364; HPE 306

**Recommended:** HPE 116, 370, 410, 454; BAE 318.

### **Public Relations Concentration Additional Hours:**

**Required:** COM 104; ENG 313; MED 156, 212; PBR 357, 358.

**Recommended:** BAE 318; MTH 210; PBR 350 or 370; 458.

### **Business Concentration Additional Hours:**

**Required:** ACC 202; MGT 300, 320; MKT 302; ECO 252.

**Recommended:** BAE 318, 370.

(Students must note prerequisites for all upper level Business courses.)

### III. Health and Physical Education (Teacher Licensure Program)

New requirements for teacher licensure by the State of Ohio became effective in the fall of 1998. Heidelberg University offers the multi-age licensure (5-21 yrs.) in both Health Education and Physical Education. Students graduating with multi-age licensure will be eligible to pursue teaching positions in all age groups of licensure. Students are advised to consult with the Education Department to obtain specific course requirements for multi-age licensure.

### HEALTH SCIENCES (HSC)

Associate Professor Bates, Assistant Professor Musgrave; Instructors Bean, Winner.

The health science major prepares students for work in schools, businesses, healthcare settings, and the community as health educators. A degree in health science equips students with a variety of educational tools and techniques to use in their profession by emphasizing both health behavior theories and practical application through educational programming and service in the field.

**Major:** 21 semester hours of HSC, 5 semester hours of ATR, 6 hours of HPE, and 6 hours of PSY.

**Required Courses:** HSC 110, 150, 260, 290, 370, 425 (Junior level discipline specific communication requirement), 477, 485, 487, 490 (Senior Capstone Experience); ATR 171, 213; HPE 240, 306; PSY101 and one additional PSY course from the following list 206, 207, or 209.

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

**HSC Pick List:** Choose 1 course from: ATR 389; ANT 200; EDU 200; HPE 115, 116; PHI 216, 217; PSY 206, 207, 209, or 406.

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

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

#### \*Pre-Professional Curriculum Option

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

### HISTORY (HIS)

Professor Hogan; Associate Professor Haley; Assistant Professor DeMayo.

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

**Major:** 30 semester hours.

**Required Courses:** HIS 030 (Junior level discipline specific communication requirement), 105, 106, 107, 108 and HIS 405 (Senior Capstone Experience), and 15 additional semester hours at the 300 level, with at least one course from each of the categories:

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

B. **World:** HIS 332, 333, 352.

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

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

**Minor:** 18 semester hours.

**Required Courses:** HIS 105 and 106; HIS 107 or 108. Plus 9 hours of 300 level HIS courses, one from each of the categories:

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

B. **World:** HIS 332, 333, 352.

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

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

Associate Dean of Honors: Collar.

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

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

Attainment of a cumulative grade point average of 3.3 or higher

Completion of a departmental or interdisciplinary major

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

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

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

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

Completion of Portfolio

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

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

### **Completion of 10 support courses:**

1. Courses must have 10 different prefixes

2. Five must be at 200 level or higher

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

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

• Humanities: COM, MED (except 255-6), ENG, HIS, languages, REL, PHI

• Arts: Music, Art or one of the following:

MED 255,256; THR 105, 150, 207, 306, 320, 325, 327; NDI 301, 302, 322, NDI 255 (Early Childhood majors only), PHY 104, ENG 210.

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

4. Must be taken for letter grade credit

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

### **Withdrawal from the Honors Program**

If a student is dismissed or voluntarily withdraws from the Honors Program, then he or she has the choice of completing the honors requirements or approved substitutions, minus HNR 455 (Senior Honors Project), HNR 307 (Service Learning), and the honors portfolio, or the General Education requirements. If a student wishes to voluntarily withdraw from the Honors Program, she or he must immediately notify the Dean of the Honors Program indicating her or his choice of graduation requirements.

## INTERNATIONAL STUDIES (ITS)

Interdisciplinary major taught by faculty from several departments. International Studies Committee: Professors Bing, Lepeley; Assistant Professors DeMayo, M. O'Reilly (Chair).

The International Studies Major is intended both for students who:

- (1) want to study patterns of relationships between nations, international organizations and the political, social and economic environment in which these occur; or
- (2) desire to study the diverse historical, social and cultural experiences of contemporary human societies.

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

### Major:

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

### Track One: International Relations

**Required Courses:** HIS 106, 114; ANT 200; POL 221; ECO 251, 252; ITS 409 (Senior Capstone Experience); and three courses selected from: ECO 352, 364; ENS 101; HIS 105, 113, 325, 332, 333, 352; POL 240, 263, 283, 293, 361, 376, 377; REL 204.

To fulfill the Junior Level Discipline-Specific Communication requirement, students will also complete either POL 377 or HIS 030 taken concurrently with HIS 325, 332, 333.

### Track Two: Crosscultural Studies

**Required Courses:** HIS 106, 114; POL 221; ANT 200; ITS 409 (Senior Capstone Experience); and five courses to be selected from: ENS 101; ECO 251, 252, 352, 364; GEO 201; GER 317, 318, 417, 418; HIS 105 or 113, 325, 332, 333, 352, 357, 359; MUS 107, 213, 246 247; POL 200, 240, 263, 283, 293, 361; NDI 345, 382; REL 204; SPA 321, 325, 330, 333 or 334. Three of the courses must be at the 300 or 400 levels and no more than three to be selected from the same department.

To fulfill the Junior Level Discipline-Specific Communication requirement, students will also complete one of the following: SPA 290 and 489, GER 489, or HIS 030 concurrently with one of the following: HIS 332, 333, 357, or 359.

### Minor: International Studies

1. All students must achieve 3 semesters (3 courses) in a language other than their native tongue. Equivalent proficiency will be evaluated by the Languages Department using transcripts, exams, or other methods approved by the Languages Department Chair.
2. The minor requires a short-term, academic experience outside of the United States (of one week or longer), approved in advance by the ITS Committee. Current University programs that would fulfill this requirement include the “Border Trip,” Belize (NDI 345), the Heidelberg@Heidelberg Summer Program in German and European Studies, Oxford, Seville, Alicante, and Cuernavaca. Non-Heidelberg academic programs can be accepted, but must be approved in advance by the ITS Committee. Academic travel undertaken

prior to admission to Heidelberg will under no circumstances be accepted as a fulfillment of this requirement.

3. Required Courses (21 hrs): POL 221; ECO 251 or 252; ITS 409; HIS 106 or 114; one from HIS 332, 333, 352, 357, 359; one from POL 240, 263, 283, 293; one from ENS 101, NDI 382, GEO 201, REL 204, MUS 213.

## LANGUAGES

Professors Berg and Lepeley; Instructors Maiberger, Hampp; Heidelberg staff abroad: Heckmann and Doerr.

In a world of increasing interdependence, we seek political, economic and humanitarian solutions to complex global and regional issues. For this, we need more people who have acquired a sensitivity toward other cultures, and tolerance for other points of view and behavior patterns. An effective way to achieve this is through the study of foreign languages and their cultures, through residence and travel abroad, and through acquaintances and friendships with citizens of other countries.

At Heidelberg University the disciplines of Chinese, French, German, Greek, Japanese and Spanish have been combined into the Department of Languages. This combination implies that these disciplines share many of the cultural values and aspirations of the humanities; that instructors may have overlapping competencies, thus teaching in several areas; and, that students in these areas of study may often make curricular plans which include double majors in these disciplines.

### ► CHINESE (CHI) (See Course Descriptions)

### ► FRENCH (FRN)

French courses help the student to assimilate the French language and to enjoy the literature, culture and art of France and the more than 37 Francophone countries.

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

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

### ► GERMAN (GER)

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

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

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

**Major:** 30 hours in German beyond the introductory level (101-102), including the following: GER 290, 489 (Junior level discipline specific communication requirement), 490 (Senior

Capstone Experience) and two German literature courses taken in Heidelberg, Germany; two semesters at the American Junior Year at Heidelberg; and one of the following allied courses: ANT 200, ENG 102, HIS 106, NDI 301, NDI 302, POL 263 or any course in another language.

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

**Allied/Prerequisite Course:** GER 101-102 or equivalent.

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

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

### ► GREEK (GRK) (See Course Descriptions)

### ► JAPANESE (JPN) (See Course Descriptions)

### ► SPANISH (SPA)

In view of the historical, social, economic, political, geographical, linguistic and cultural ties and relations of the United States with Spain and all the Spanish speaking countries in America, the study of the Spanish language and the Hispanic Culture in general has become a very desirable and indispensable asset for any American college student. The Spanish Section of the Language Department at Heidelberg University provides students a variety of opportunities to achieve proficiency in the language and acquire a deeper understanding of the Hispanic cultures and literatures.

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

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

Beeghly Library has a sizable collection of Spanish and Latin American books and periodicals.

**Major:** 30 hours in Spanish beyond the introductory sequence (101-102), including the following: SPA 290, 489 (Junior level discipline specific communication requirement), 490 (Senior Capstone Experience); one Spanish course in Latin American or Spanish (Peninsular) literature and one in Latin American or Spanish (Peninsular) culture; SPA 335 (required for Education majors only) and one of the following allied courses: HIS 251, 252, 321, 322, 361; ENG 206; BIO 375; POL 250, 263; NDI 115, 120, 206, 301, 302, 340, 345, 382; or, any course in another language. Students are required to spend one semester studying abroad at an approved site in Spain or Latin America.

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

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

**Provisional Teaching Licensure:** The State of Ohio offers K-12 provisional teaching licensure in foreign languages. To qualify for this license, candidates must complete requirements



prescribed by the Language Department and by the Education Department. Students should meet early in their first year with chairmen of both departments to obtain documents explaining the requirements and to ensure appropriate planning so that requirements, including the semester abroad, can be met in a timely fashion.

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

## LATIN AMERICAN STUDIES

**Minor:** 15 hours: two courses selected from HIS 251, 252, 361; POL 250; SPA: one 300-level course; NDI 340, or 345.

Students with a Latin American Studies minor are also strongly encouraged to participate in a short-term academic experience outside of the United States (of one week or longer; for one semester hour credit, or more). Current University programs that would fulfill this include the US/Mexico Border trip, Belize, and summer study in Spain or Mexico.

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

## MATHEMATICS (MTH)

Professor Grasman and Huang; Emeritus Professor Casler; Instructors Seay, Stalzer-Koch, Overholt and Hohman.

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

**Major:** 32 semester hours in mathematics courses numbered 222 or above, including 222, 223, 307, 308, 390, 490, and one course selected from 401, 402, 403, and 404. Note: MTH 390 satisfies the Junior Level Discipline Specific Communication Requirement, and MTH 490 satisfies the Senior Capstone Experience. The MTH 390 requirement and the associated 1 semester hour will be waived if a student satisfies the junior level speaking and writing requirement in any other department. The MTH 490 requirement and the associated 1 semester hour will be waived if a student satisfies the capstone requirement in the completion of a second major.

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

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

## MEDIA (MED) (See Communication and Theatre Arts)

## SCHOOL OF MUSIC (MUS)

Professors; D. McConnell, composition/theory Director of Music Programs and Technology; Owen, Director, School of Music, music education, Director of Bands; Associate Professor Specht, single reeds, orchestra; Assistant Professors - Dusdieker, voice and music history; Mayhew, chorus and music education, Norin-Kuehn, voice; Ramsdell, music education, Director of Choral Activities; Yeh, piano; Instructors - Akins, flute; Archer, Trumpet; Banfield - Taplin, French horn; Claire, voice; Kretzer, percussion; Galu, violin; Hanson, guitar, string bass; Kruse, viola; J. McConnell, organ, piano, music theory; J. Shonkwiler, low brass; Sieberg, piano technician; M. Smith, Oboe; Varner, bassoon; Ziebold, violin.

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

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

## **Music Major**

### **Bachelor of Music**

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

### **Bachelor of Arts**

Bachelor of Arts degree with a major in music is available.

## **School of Music Policies**

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

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

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

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

The major ensembles are Concert Choir, University-Community Chorus, University Orchestra and Symphonic Band. Only these ensembles will generate credit which will accrue for degree requirements.

### **Major/Minor Grade Requirements**

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

### **Applied Music and Composition**

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

### **Major Ensemble Requirement**

All Music Majors, including the B. MUS and the B.A./B.S. degrees, must register for a major ensemble that is appropriate to their major performance area during each semester of enrollment, a minimum of eight hours of credit. Exceptions to this rule will be considered for the following reasons: international study opportunities, internship requirements resulting

from a second major. Ensemble assignments are based on an audition process held each fall during the first week of classes.

*Voice majors:* are assigned to the appropriate choral ensemble.

*Strings:* are assigned to the University Orchestra.

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

*Piano or Organ majors:* as the major instrument is piano or organ, the school suggests that a student select instrumental or choral areas, based on their backgrounds or possible professional interests for their choice. Students with extensive piano skills may, with permission of the applied instructor and approval of the Director substitute up to 3 semesters of piano chamber music experience (major ensemble, Section F) for major ensemble credit.

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

### **Major Ensemble Requirement for Music Education Concentrations**

In addition to their major ensemble requirement listed above music majors students enrolled in the Music Education program are also required to complete two additional ensemble experiences.

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

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

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

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

### **Small Ensemble Requirement for Music Education Concentrations**

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

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

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

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

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

### **Small Ensemble Requirement for Woodwind, Brass and Percussion Concentrations**

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

### **Academic Progress within the Music Education Concentration**

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

### **Performance Class Requirement**

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

### **Recital Requirement**

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

- A. Bachelor of Music - in Performance or Theory/Composition
  - A junior recital
  - A full senior recital
- B. All other Bachelor of Music and Bachelor of Arts or Science Music Majors:
  - A joint senior recital or an approved senior project.
  - BA/BS Music majors are required to present a half recital or an approved senior project. They may present a full recital with the permission of the School of Music. This is decided by a jury process in the junior year. Presentations must be approved by the Recital Screening Committee.

### **Entrance Exams**

Students will be required to take a brief diagnostic exam in musicianship before beginning their first semester studies. Students who fail to achieve qualifying scores will be required to take MUS 105: Music Fundamentals, before beginning the four-semester sequence courses in Music Theory, Aural Training and Class Piano. A piano proficiency exam is required of all music majors.

### **Examination/Exemption Options**

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

### **Piano Proficiency Requirements**

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

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

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

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

### **Change in Concentration**

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

### **Per Credit Hour Charges**

Music majors on a B.A. or B.S. degree may register for as many as 17 credit hours per semester in addition to ensembles.

## **Applied Area of Instruction and Ensembles Details**

### **Applied Music and Composition**

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

#### **Major Performance Area Instruction**

125-126 - 1-3 credit hours

225-226 - 1-3 credit hours

325-326 - 1-3 credit hours

425-426 - 1-3 credit hours

### **Non-Major Performance Area Instruction**

127-128 - 1-2 credit hours

227-228 - 1-2 credit hours

327-328 - 1-2 credit hours

427-428 - 1-2 credit hours

#### **Sections:**

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

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

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

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

### **Major Ensembles**

100 - 1 credit hour

200 - 1 credit hour

300 - 1 credit hour

400 - 1 credit hour

#### **Sections**

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

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

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

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

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

## Small Ensembles

150 - 0 credit hours

250 - 0 credit hours

350 - 0 credit hours

450 - 0 credit hours

### Sections

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

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

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

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

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

## Major and Minor Requirements

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

### General Education Estimated Hours

Students will find that the below General Education Requirements, listed by concentration, may be fulfilled within the major course requirements. Students are permitted to use one course to meet both requirements. For this reason, the number of hours shown is an estimate so the student is aware of the total hours needed to meet the per credit hour degree requirement. This means, when a student completes all general education coursework less than hours listed, the student may need to complete additional hours to reach the total number of credit hours required in each concentration's graduation requirements.

### Bachelor of Music

**Music Major: Performance Concentration: Instrumental/Woodwind, Brass, Percussion** (Degree Hour Requirement 125 hours)

**Core Course Listing:** (Held to C- Grade Policy) MUS 107, 125-6, 225-6, 325-6, 425-6; 246, 247; 121-2; 123-4; 221-2; 223-4.

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

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

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

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

**Music Major: Performance Concentration: Piano or Organ** (Degree Hour Requirement 125 hours)

**Core Course Listing:** (Held to C- Grade Policy) MUS 107, 125-6, 225-6, 325-6, 425-6; 246,247; 121-2; 123-4; 221-2; 223-4.

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

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

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

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

**Music Major: Performance Concentration: Strings** (Degree Hour Requirement 125 hours)

**Core Course Listing:** (Held to C- Grade Policy) MUS 107, 125-6, 225-6, 325-6, 425-6; 246,247; 121-2; 123-4; 221-2; 223-4.

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

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

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

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

**Music Major: Performance Concentration: Vocal Performance** (Degree Hour Requirement 125 hours)

**Core Course Listing:** (Held to C- Grade Policy) MUS 107, 125-6, 225-6, 325-6, 425-6; 246, 247; 121-2; 123-4; 221-2; 223-4.

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

**Theoretical Music:** (48 hours) MUS 107; 115; 118; 218; 121, 122, 123, 124, 221, 222, 223, 224; 213; 246, 247; 216, 316; 309, 310; 312; 313; 348; 415; 492.

**Music Electives:** (8 hours) Any MUS courses; except MUS 149.

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

**Music Major: Performance Concentration: Composition/Theory** (Degree Hour Requirement 125 hours)

**Core Course Listing:** (Held to C- Grade Policy) MUS 107, 125-6, 225-6, 325-6, 425-6; 209; 246, 247; 309; 310; 312; 313; 314; 121-2; 123-4; 221-2; 223-4.

**Performance:** (40 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (a, b, c, d); Major Performance Area: Composition (16 hours) 125, 126, 225, 226, 325, 326, 425, 426 (u); Major Performance Area (10 hours) 125, 126, 225, 226, 325, 326, 425, 426 (a-t); 091; 185, 186; 339, 340; 051, 052, 053, 054, 055, 056, 057, 058; 499.

**Theoretical Music:** (46 hours) MUS 107; 121, 122, 123, 124, 221, 222, 223, 224; 160; 209; 213; 216; 246, 247; 305; 306; 309; 310; 312; 313; 314; 410.

**Music Electives:** (6 hours) Any MUS courses; except MUS 149.

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

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

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

University Catalog.

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

**Music Major: Education Concentration: Instrumental** (Degree Hour Requirement 132 hours)

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

**Performance:** (37 Hours) Major Ensemble: (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (d); Vocal Ensemble (2 hours) 100, 200, 300, or 400 (a, b); Major Performance Area (11 hours) 125, 126, 225, 226, 325, 326, 425, 426 (a, c, e, f, g, h, i, j, l, n, o p, q); Small Ensemble (2 Occurrences) 150, 250, 350, 450, 397, 398, 497, or 498 (c, d); Instrumental Methods (7 Hours) 270, 273, 274, 371, 372, 379, applied study (127-28); 092; 163, 164; 185, 186; 285, 286; 051, 052, 053, 054, 055, 056, 057, 058; 499.

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

**Education Courses:** (39 hours) MUS 110; 115; 363; 373, 374; 375; EDU 200; 220; 229; 347; 400; 416; 430; EIS 265; 266; 379; 468.

**General Education Requirements:** See below listing under Music Education.

**Music Major: Education Concentration: Piano or Organ** (Degree Hour Requirement 132 hours)

**Core Course Listing:** (Held to C- Grade Policy) MUS 107, 110, 121, 122, 123, 124, 125, 126, 216, 221, 222, 223, 224, 225, 226, 246, 247, 248, 316, 325, 326, 363, 373, 374, 415 or 375, 425, 426. Education courses follow the School of Education grading requirements.

**Performance:** (37 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (a, b, c, d); Vocal or Instrumental Ensemble (Opposite of Major Ensemble area) (2 hours) 100, 200, 300, or 400; Major Performance Area (15 hours) 125, 126, 225, 226, 325, 326, 425, 426 (k, m); Small Ensemble (2 Occurrences) 150, 250, 350, 450 (a, b, c, e); 397; 398; 497 or 498; Instrumental Methods (7 Hours) 270, 273, 274, 371, 372, 379, applied study (127-28); 092; 163, 164; 285, 286; 051, 052, 053, 054, 055, 056, 057, 058; 499.

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

**Education Courses:** (39 hours) MUS 110; 115; 363; 373, 374; 375 or 415; EDU 200; 220; 229; 347; 400; 416; 430; EIS 265; 266; 379; 468.

**General Education Requirements:** See below listing under Music Education.

**Music Major: Education Concentration: Strings** (Degree Hour Requirement 132 hours)

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

**Performance:** (37 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (c); Choral Ensemble (2 hours) 100, 200, 300, or 400 (a, b); Major Performance Area (11 hours) 125, 126, 225, 226, 325, 326, 425, 426 (b, d, r, s); Small Ensemble (2 Occurrences) 150, 250, 350, 450 (a, b, c, d); 397; 398; 497 or 498; Instrumental Methods (7 Hours) 270, 273, 274, 371, 372, 379, applied study (127-28); 163, 164; 092; 185, 186; 285, 286; 051, 052, 053, 054, 055, 056, 057, 058; 499.



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

**Education Courses:** (39 hours) MUS 110; 115; 363; 373, 374; 375; EDU 200; 220; 229; 347; 400; 416; 430; EIS 265; 266; 379; 468.

**General Education Requirements:** See below listing under Music Education.

**Music Major: Education Concentration: Vocal** (Degree Hour Requirement 132 hours)

**Core Course Listing:** (Held to C- Grade Policy) MUS 107, 110, 121, 122, 123, 124, 125, 126, 216, 221, 222, 223, 224, 225, 226, 246, 247, 316, 325, 326, 363, 373, 374, 415, 425, 426. Education courses follow the School of Education grading requirements.

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

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

**Education Courses:** (39 hours) MUS 110; 115; 363; 373, 374; 415; EDU 200; 220; 229; 347; 400; 416; 430; EIS 265; 266; 379; 468.

**General Education Requirements:** See below listing under Music Education.

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

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

- Writing Ability Requirement (5 courses), and English 101 (MUS 110, 213, 246, 374)
- Reading Ability Requirement (6 courses) (MUS 213, 216, 363, 373, 374; PSY 101)
- Oral Communication Ability Requirement
- One Natural Science course or One Quantitative Literacy Ability course
- Breadth of Academic Experience: One Social Science (PSY 101)
- Breadth of Academic Experience: Two Humanities courses
- Breadth of Academic Experience: One Fine Arts course (cannot be a MUS prefix)
- Personal Health and Wellness Requirement
- Global/Cultural Perspectives Requirement (MUS213)

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

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

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

**Theoretical Music:** (36 hours) MUS 107; 115; 121, 122, 123, 124, 221, 222, 223, 224; 213; 216; 246, 247; 312; 318; 370.

**Music Electives:** (6 hours) Any MUS courses; except MUS 149.

**Business Courses:** (39 hours) ACC 201, 202; CPS 100; ECO 251, 252; FIN 301; MED 212; MGT 360; MKT 302; MTH 115, 121, 210; PBR 357.

**General Education Requirements:** See below listing under Music Industry.

**Bachelor of Music, Music Industry: General Education Requirements** (estimated 32 hours)

In addition to completing requirements for the Music Industry degree, students should be also required to complete the following courses that are adapted from the General Education Requirements. For complete course listings, please see the General Education Requirement

section within the Academic Policies and Resource section of the University Catalog.

- Writing Ability Requirement (5 courses), and English 101 (MUS 213, 246; MED 212)
- Reading Ability Requirement (6 courses) (MUS 213, 216; PBR 357)
- Oral Communication Ability Requirement
- One Quantitative Literacy Ability course (MTH 115)
- Breadth of Academic Experience: Two Humanities courses
- Breadth of Academic Experience: One Fine Arts course (cannot be a MUS prefix)
- Breadth of Academic Experience: One Social Science course (ECO 252)
- Personal Health and Wellness Requirement
- Global/Cultural Perspectives Requirement (MUS 213)

## **Bachelor of Arts**

**Music Major** (Degree Hour Requirement 121)

**Performance:** (22 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400; Major Performance Area (10 hours) 125, 126, 225, 226, 325, 326, 425, 426; 091; 185, 186; 051, 052, 053, 054, 055, 056, 057, 058; 499.

**Theoretical Music:** (19 hours) MUS 107; 115; 121, 122, 123, 124; 213; 246; 247.

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

**General Education Requirements and remaining hours:** Listed within the Academic Policies and Resources Section.

## **Honors Program Candidates**

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

### **Minor in Music: (19–20 hours):**

Select two of the following: 4 hours

MUS 107: History and Literature of Classical Music

MUS 121: Music Theory I

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

MUS 123: Aural Training I

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

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

MUS 149: Understanding and Enjoying Music

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

MUS 121: Music Theory I

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

MUS 123: Aural Training I

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

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

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

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

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

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

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

Other music electives 6 hours

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

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

Major Ensemble Participation 4 experiences

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

## **ADDITIONAL INFORMATION: DEPARTMENT OF MUSIC**

The information below is designed to assist current and prospective students in understanding the requirements of the degree programs offered by the School of Music at Heidelberg University. By using the concentration tables on the following pages, a student, with the help of an advisor, can plan for an effective four-year distribution of courses in music and other

areas to fulfill all requirements for a bachelor's degree.

## Master of Music Education

Professor/Director Owen, D. McConnell; Assistant Professors Dusdieker, Mayhew, Ramsdell.

### Mission of the Master of Music Education degree

The Mission of the Master of Music Education degree at Heidelberg University is threefold:

- 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.

### Purpose of the Master of Music Education degree

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.

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.

For a detailed description of the programs, please request a *Graduate Studies Catalog* from the Office of Graduate Studies.

## SELF-DESIGNED (SDN)

Interdisciplinary major taught by faculty from several departments.

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

**A Self-Designed major will enable the student to:**

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

**Major:** 27 hours

**Major Requirements:** One course in SDN 370 (3–6 sem. hrs.), 371 (3 sem. hrs.), or 372 (1 sem. hr.) Junior Level Discipline-Specific Communication (JWO) Requirement. SDN 400 Senior Capstone Requirement. Self-Designed Coursework is to be determined by the student and two mentors, with approval of the Self-Designed Studies Committee. Fifteen hours of the selected

courses for the major must be at the 300+ level. Plan should demonstrate a vertical progression to higher level courses. One course should cover research methods or applied methods in preparation for the JWO and capstone experiences. Self-Designed Studies majors will complete one Undergraduate Academic Foundation Requirement.

#### **Requirements to Apply and Maintain Major**

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

## **PHILOSOPHY (PHI) (See Religion and Philosophy)**

### **PHYSICS (PHY)**

Professors Lemley and Velasquez.

Physics deals with the structure and properties of matter, the transformation and propagation of energy and the relationships between matter and energy. Students enrolled in physics can learn physical principles that can be applied to everyday situations and to modern technology from aviation to medical imaging. Students can also learn the consequences of physics in regard to its philosophical implications and social impact such as in theories of cosmology. Students can easily become involved creatively in independent research or obtain internships to prepare them for either graduate school or to enter the work force.

Physics offers a program meeting the needs of students pursuing a variety of study and career options in the physical sciences. Included are students who: anticipate careers as professional physicists in industry, government, or education; plan to pursue graduate study in physics or a related field; seek thorough and comprehensive pre-professional training for the related sciences

(medicine, medical physics, radiology, engineering, etc.); plan to engage in secondary science teaching or desire a knowledge of physics as part of their liberal arts experience.

**Major:** 33 semester hours including PHY 101-102, 216, 227, 228, 331, 332, 391 (Junior level discipline specific communication requirement), and 490 (Senior Capstone Experience), and one additional 300 level or higher Physics course.

**Major Allied Courses:** CHM 111-112, MTH 222, MTH 223, and MTH 307. It is strongly suggested that students take a course in Computer Science at the 200 level or higher.

**Recommended Electives:** CPS 201, CPS 202, MTH 302, and MTH 303.

**Minor:** 19 semester hours including PHY 101-102, 227, 228, and three additional hours of physics to include one 300 level or higher course. May not use PHY 104 or 215.

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

## **POLITICAL SCIENCE, ANTHROPOLOGY AND CRIMINAL JUSTICE (POL, ANT, CJS)**

Professors Bing (Chair), Bush, Newcomb; Associate Professor M. O'Reilly.

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

## Political Science Major

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

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

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

**Minor in Political Science (18 hours):** The minor in Political Science will assist students in improving their knowledge of political institutions and current issues, and developing skills needed for active, ethical citizenship.

**Required Courses include:**

- (1) POL 221 or 227
- (2) One of the following: POL 240, 250, 263, 270
- (3) POL 344
- (4) One of the following: POL 376, 377, 408
- (5) One of the following: POL 409, ITS 409
- (6) Plus 3 additional POL hours

Not available to POL majors.

**Minor in Legal Studies (18 hours):** The goal of the Legal Studies minor is to enhance knowledge of the legal system for those students interested in legal issues, considering law school and/or careers in the legal professions, or interested in the many interfaces between society and the law.

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

## Anthropology Major

Anthropology is a traditional liberal arts discipline which considers the nature and dynamics of human culture and society. Humans are to a large degree the product of their specific social setting and associated cultural tradition, thus our vision of the world around us is often blocked by the limitations of our own circumstances. Anthropology addresses this tremendous variation in the human experience.

**Major:** Minimum of 40 hrs. including the following requirements

ANT 200, 205, 210, 255, 230; ANT 250, 251 or choose two additional 300 level ANT courses; ANT 330 OR 300 (Satisfies junior level discipline specific communication requirement); ANT 410 or 347; ANT 400; ANT 490 (Capstone Experience in Anthropology); and select 9 hours from: ANT 310, 315, 320, 340, 305, 401, 402 or any non-repeat ANT course.

**Allied Courses:** 12 hours selected from the following with consent of the advisor; History, Political Science, English, Geology, Biology, Business Administration, Economics and Non-Departmental and Integrated Studies.

Minors in Anthropology are designed to permit students to focus on cultural diversity and issues of contemporary cultural change OR to focus on the cultural evolution and analysis of the material record of cultural development. The minors are designed to introduce basic concepts and terminology as well as an introduction to anthropological research for those majoring in related fields, or for those desiring an experience in anthropology.

Students majoring in Anthropology are not permitted to minor in either Archeology or Cultural Anthropology.

**Minor:** Archaeology 21 hrs.

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

**Required:** ANT 100 or 200; ANT 210, 250, 251, 255; one of ANT 310, 330 or 340; ANT 410

**Minor:** Cultural Anthropology 21 hrs.

The minor in Cultural Anthropology provides an introduction to the field and a basic understanding of the nature of cultural diversity. The Cultural Anthropology minor also explores the process of cultural stability and change, through focused examination of ethnographic data from a wide range of sources.

**Required:** ANT 200; one of ANT 205 or 210; ANT 300; one of ANT 230, 315 or 340; ANT 347, 400

## Criminal Justice Major

Criminal Justice considers the nature and organization of power and authority as expressed in the policies, agencies and practices of government. The program examines all levels of security arrangements, from local to international, and emphasizes the theoretical basis for actions designed to protect persons and property as well as ensure justice and liberty.

**Major:** Minimum of 34 hrs. including the following requirements: PSY 101; CJS 151, 491; FSC 101, 101L; POL 313, 389; AND

**One of:** POL 235 or POL 236; **One of:** PSY 209, 310, or ANT 347; **One of:** POL 344, PSY 201, or ANT 325; **One of:** POL 200 or PHI 216; **One of:** ANT 200, PSY 309, or WGS 300; AND

**Junior Level Discipline-Specific Communication requirement** in political science, philosophy, or psychology, i.e., one of the following courses: POL 344, 376, 377; PHI 309, 310; PSY 370, 371, 372.

CJS 370 Internship in Criminal Justice (3 to 15 hrs) or the Washington Semester are strongly recommended. In addition, we expect each student to work closely with his/her mentor to choose courses in the areas of language, science, mathematics, business and communications that further his/her professional development.

## PRE-MEDICAL CONCENTRATION

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

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

## PSYCHOLOGY (PSY, COU)

Associate Professors Gregg, Stark; Assistant Professors J. O'Reilly and Sass.

The Department offers a general major course of study and two minor courses of study (psychology and women's and gender studies). The program entails completion of a core set of

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

**Major:** 32 hours. Each student must take PSY 101, 200, 201, 202, one course from 370, 371, or 372 (Junior level discipline specific communication requirement), 491 (Capstone), and five electives from two categories, Basic Research and Applied Research. Students must take at least one course from each category, and at least three of the five courses must be at or above the 300 level. Basic Research: 206, 207, 305, 309, 310, 316, 317, 407, and 435 (depending on topic), and 469. Applied Research: 209, 313, 321, 337, 406, 413, 416, 417, 426, and 435 (depending on topic).

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

**Minor in Psychology (17 hours):** PSY 101, 200, 201, and three of the following, with at least one from each category: Basic Research: 206, 207, 305, 309, 310, 316, 317, 407, and 435 (depending on topic), and 469. Applied Research: 209, 313, 321, 337, 406, 413, 416, 417, 426, and 435 (depending on topic). Allied: 4 hours: Bio 110 or 123, plus the lab for either course.

## MINOR IN WOMEN'S AND GENDER STUDIES

**Minor:** 15 hours: WGS 100, 300, 400; HIS 386; ANT 200

**Allied:** 6 hours: Select 6 hours from the following: ENG 307, PSY 309, NDI 112, 340, or other courses as approved by the department chair.

Self-defining as a “woman” or a “man” affects nearly every aspect of an individual’s life. A minor in Women’s and Gender Studies will challenge students to examine critically the ordinarily unexamined gendered aspects of their identity. Through in-class discussion and presentations and out-of-class readings and assignments, students in Women’s and Gender Studies courses will consider how gender affects their perceptions of themselves and others, as well as how gender intersects with other aspects of identity, including race/ethnicity, sexuality, and class, and how gender operates within systems of power. Such a consideration of gender and its effects will benefit students in both their personal and professional lives, as exposure to gender theories will increase awareness of and sensitivity toward societal issues such as domestic violence, health and reproductive rights, religion and spirituality, and family values and workplace issues such as discrimination, sexual harassment, affirmative action, salary discrepancies, and unfair hiring practices.

## MASTER OF ARTS IN COUNSELING DEGREE PROGRAM

Associate Professors Sanders (Director), Cruikshanks; Assistant Professor Mahon.

The Graduate Studies in Counseling Program at Heidelberg University offers a 48-hour Master of Arts degree with three available program concentrations.

- School Counseling
- Community Counseling
- Dual Community/School Licensure

The program is designed to provide the educational and training requirements needed to effectively and professionally provide counseling services to clients within a variety of professions, including mental health social services, schools, business and industry, and government. All coursework necessary to satisfy program and licensing board requirements to sit for the Professional Counselor Licensure Examination (PCLE) and the Ohio Department of Education’s PRAXIS II examination are available through the Graduate Studies in Counseling Program.

For a detailed description of the program, please request a *Graduate Studies Catalog* from the Office of Graduate Studies, or visit our website at [www.heidelberg.edu/academiclife/grad/mac](http://www.heidelberg.edu/academiclife/grad/mac).

## **PUBLIC RELATIONS (PBR) (See Communication and Theatre Arts)**

## **RELIGION AND PHILOSOPHY (REL, PHI)**

Professors Close and Grangaard.

A student may earn one of the department's majors: Religion or Philosophy.

A maximum of 6 semester hours may be taken in Independent Study (413, 414) or the Honors Course (475, 476) for either of the majors. Internship (REL 370) does not count toward a major.

### **Religion Major**

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

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

**Religion:** 30 hours. 21 hours to include REL 201, 202, 204, 308, 309 (Junior level discipline specific communication requirement), and 490 (Senior Capstone Experience) or 476; PHI 309, 310, and 317 may be included among the 21 hours in religion. Allied Subjects: 9 of the 30 hours from among philosophy, literature (ENG 102, 151, 152, 153, 154, 205-206, 221-222, 231-232, 300, 306-307, 330, 340, 346, 350, 355, 360; NDI 301, 302, 382; GRK 111 and world history (HIS 105, 106, 113, 114, 121, 200, 252, 311, 321, 322, 332, 333; NDI 115).

### **Philosophy Major**

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

**Philosophy requirements:** 30 hours. 18 hours to include PHI 140, 202 or 380, 216, 309 (Junior level discipline specific communication requirement), 310 (Junior level discipline specific communication requirement), 490 (Senior Capstone Experience); and, 12 hours at the PHI 200 level or above.

**Minors:** A student may earn a minor in one or both of the following:

**Religion:** 15 semester hours. Required courses are REL 201, 202, 204, 308, and 309.

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

## **THEATRE (THR) (See Communication and Theatre Arts)**

## **WOMEN'S AND GENDER STUDIES (WGS) (See Psychology)**



# Course Descriptions



Courses fulfilling General Education Requirements are marked within each course description and on-line in OASIS2. Following each general education area, a letter will be used to identify the courses. Abilities courses are Oral Communication (COM 100); Quantitative Literacy (Q), Reading (R), and Writing (W) (ENG 101); Breadth of Academic Experience courses are Fine Arts (F), Humanities (H), Natural Sciences (N) with Lab (L), and Social Science (S); Global/Cultural courses are designated with a (G); Personal Health and Wellness courses are designated with a (P); and, the Responsibility Requirement courses are designated with (the HEI prefix).

## ACC-Accounting

**201. Financial Accounting** (3 sem. hrs.). Introduction to the standards, concepts and generally accepted accounting principles for external financial reports. Emphasis on accounting reports as a means for providing financial information. Prerequisites: Successful completion of one college level mathematics course and Sophomore standing. Students with ACC 153, 253 will not receive additional credit for this course. (Fall and Spring)

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

**305, 306. Independent Study in Accounting** (1-3 sem. hrs.). Open to accounting majors. With instructor approval, the student may do independent reading and research or pursue a topic of special interest. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; ENG 101 with a C- or better. Junior standing.

**334. Federal Income Tax (Q)(R)** (3 sem. hrs.). Fundamentals of federal, state and local tax systems. Emphasis on the applications of the federal income tax regulations and administration. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; ENG 101 with a C- or better. Junior standing.

**353. Advanced Managerial Accounting** (3 sem. hrs.). Explores in greater depth the preparation, analysis and use of cost data for the purpose of planning and control of operations of an enterprise. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; ENG 101 with a C- or better. Junior standing. (Spring odd/even years)

**356. Governmental and Non-Profit Accounting** (3 sem. hrs.). A study of the accounting methods used by government and the non-profit sector of the economy. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; ENG 101 with a C- or better. Junior standing.

**363. Intermediate Accounting I** (3 sem. hrs.). A study of the theory and practice of accounting concepts. Emphasis is placed on the proper accounting for assets using more complex methods of accounting. This course contains junior level discipline specific communication requirements. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; ENG 101 with a C- or better. Junior standing. (Fall)

**364. Intermediate Accounting II** (3 sem. hrs.). A continuation of the concepts in ACC 363. Particular emphasis is placed on the proper accounting for liabilities, equity, leases, earnings per share and changing prices. Prerequisites: ACC 201, 202; ACC 363, ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; ENG 101 with a C- or better. Junior standing. This course contains junior level discipline specific communication requirements. (Spring)

**370. Internship in Accounting** (1-15 sem. hrs.) Practical experience in a learning situation in accounting in a commercial or non-profit organization. Requires departmental approval of the organization in which the internship will be done and departmental review and approval of the specific experience gained. Prerequisites: Permission of the instructor and Junior standing.

**373. Accounting Information Systems (R)** (3 sem. hrs.). This course is designed to utilize the knowledge learned in ACC 201 and apply it to business applications. It both reinforces the accounting process and gives the students practical skills that are critical and expected in the accounting and business professions. Prepares users of accounting information systems to participate in project development teams, evaluate internal controls and to design and implement computerized accounting information systems. Fraud cases will also be discussed in detail so the students can relate how internal controls play an important part in accounting and business. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; ENG 101 with a C- or better. (Spring)

**463. Senior Seminar in Accounting** (3 sem. hrs.). A capstone experience open to graduating seniors. Affords an opportunity to utilize knowledge and skills gained from previous course work in an independent

project. Students should consult with the instructor in the term prior to registration to prepare a proposal for a research project and paper. Approval of the proposed project must be obtained prior to registration. Students should anticipate extensive research and writing. Prerequisites: Permission of instructor and Senior standing; COM 100; ENG 101. This course meets all the requirements for the senior capstone experience and requires the successful completion (C- or better) of all major accounting courses with the exception of 353 or 373 (must have concurrent enrollment). (Spring)

**466. Auditing** (3 sem. hrs.). Develops intellectual discipline of objectively examining financial statements to express an opinion of the validity and adequacy of such statements on the basis of generally accepted professional standards. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; ENG 101 with a C- or better. Junior standing.

**474. Advanced Accounting (Q)** (3 sem. hrs.). The theory and application of specialized topics. These topics include business combinations, consolidated financial reporting, segment and interim reporting, partnership accounting, foreign transactions and non-profit accounting. Prerequisites: ACC 201, 202, 363, 364; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; ENG 101 with a C- or better. Senior standing. (Fall)

## **ANT-Anthropology**

**100. Anthropology: An Introduction (S)** (3 sem. hrs.). Introduction to the nature and use of anthropological and social science concepts and theories in the analysis of humans, human culture and social institutions. (Offered occasionally)

**200. Cultural Anthropology (R)(S)(G)** (3 sem. hrs.). Cultural anthropology is the study of human cultures, usually through direct observation and interaction with members of a culture that is not your own. This course presents the methods and theories of cultural anthropology and uses case studies to illustrate how it provides a way of understanding human behavior at the group level. Special attention is given to the concept of ethnocentrism, the tendency to see your own culture as better than others, and how this colors your understanding of the world that we live in. (Fall and Spring)

**205. Physical Anthropology (N)(P)** (3 sem. hrs.). Physical anthropology is the study of the human body and how that body is shaped and viewed by culture. This course begins with a review of basic genetics, evolutionary theory, and primatology to examine the evolution of our species. Attention then shifts to the biological processes that create the human form and examines the variation of body forms that can and do occur within contemporary human populations. Special attention is given to the concept of race as a social construct, not a biological reality, and to alternate body forms that are considered disabilities by those who choose to see them that way. (Fall)

**210. Introduction to Archaeology (S)(G)** (3 sem. hrs.). Modern archaeology draws much of its theory and goals from anthropology. This course will show how archaeologists use fragmentary traces left by past peoples to develop an anthropological understanding of their cultures. The class will explore the variety of ways archaeologists investigate such things as prehistoric diet, social life, politics, technology, art and religion. Topics to be covered include: the nature of archaeological information, dating techniques, interpretation of material objects and archaeological ethics. Studies from around the world will be used to illustrate the shifts in human history (the origins of agriculture, the origin of cities, etc.), the range of human adaptation in the past and the general sequence of social evolution. The course will provide an understanding of how and why we study past societies, as well as the unique contribution archaeology can make to understanding ourselves. (Fall)

**230. Contemporary U.S. Social Issues** (3 sem. hrs.). An analysis of selected American social problems, i.e. race, poverty, gender, medical care, environment. The problems will be viewed from different theoretical perspectives in Sociology and Anthropology.

**250. Archaeological Field and Laboratory Methods** (3 sem. hrs.). Introduction to field and laboratory methods in archaeology through participation in excavation of an archaeological site. Students will learn fundamental excavation and recording techniques, initial stage laboratory processing and analysis, and general principles of field research. Full-time participation for three weeks at an off campus location. To be taken concurrently with ANT 251. (Summer)

**251. Archeological Field Experience** (3 sem. hrs.). Two weeks intensive supervised experience in archaeological field work. To be taken concurrently with ANT 250. (Summer)

**255. Analysis of Cultural Materials (S)** (3 sem. hrs.). A fundamental aspect of archaeology is the identification, classification and analysis of the cultural remains recovered from archaeological excavations. This course presents students with an introduction to the archaeological record through consideration of an actual archaeological database in a laboratory setting. Background information on the manufacture, use and deposition of various cultural materials will be presented along with the taphonomic processes which lead to the recovery of these materials in archaeological contexts. Students will carry out artifact processing and analysis in an experiential learning situation. The course will utilize collections located at the Center for Military and Historic Archaeology laboratories at Heidelberg University. (Due to constrained lab space and the intensive nature of this course, it will be limited to ten students per section). (Fall)

**300. Native North Americans (R)(W)** (3 sem. hrs.). Native American culture is often misrepresented within American culture. Native Americans have not disappeared, in fact the Native population is on the rise and their culture is being expressed in contemporary movies and music, but not in the ways most Americans expect. This cultural anthropology course provides an overview of Native North American cultures from the

time of contact with Europeans to the present day, using both anthropological and Native sources. Special attention is given to contemporary Native American issues and artistic forms of expression. Prerequisite: ANT 200; ENG 101; COM 100, (Spring even-odd)

**305. Peoples and Cultures of Africa** (3 sem. hrs.). The course examines the ethnology of various African cultures in a comparative manner. Special emphasis is given to the environmental adaptation, ethnohistory and the effects of globalization of each culture. The current status of each group will be discussed. Prerequisite: ANT 100, 200, or 210.

**310. Historic and Military Archaeology (S)(G)** (3 sem. hrs.). All archaeology shares the premise that the material culture of a society is systematically related to human behavior and the norms of the larger cultural system. Not all archaeological data must come from the ground, however. Historic and Military Archaeology studies the material culture of literate societies and interprets the “artifacts” of those societies within the larger context of what we know of them historically. This course is designed as an introduction to historical archaeology, with an emphasis on the archaeology of military sites. Special attention will be given to the archaeological and historical records associated with 18th and 19th century military battlefields, fortifications, encampments, prisons, and their impact to the larger cultural landscape. Prerequisite: ANT 100, 200 or 210.

**315. Selected Topics in Anthropology** (3 sem. hrs.). Designed to explore material and topics not available through regular course offerings. Nature and content to be announced at pre-registration. Prerequisite: ANT 100 or 200 or 230.

**320. Contemporary Issues in Anthropology** (3 sem. hrs.). This course is designed to address issues current in anthropology from a comparative, multicultural perspective. Human problems such as population control, human rights issues, environmental degradation, nationalism, racism and ethnocentrism will be explored. Prerequisite: ANT 100 or 200 or 230. (Spring)

**325. Forensic Anthropology (Q)(N)** (3 sem. hrs.). Forensic anthropology is the application of physical anthropology to medical or legal issues, such as crimes. This course introduces students to the basic methods of forensic anthropology, including how age, sex, race, and height of an individual can be determined from their bones. Recognition of skeletal anomalies can also reveal past health conditions and the cause and manner of death. Students gain experience in applying these methods by working with real and synthetic human bones. Special attention is given to the accuracy of each method and how to develop a biological profile that would stand up in a court of law. Prerequisite: ANT 205, MTH 090 or Math Placement, or completion of 115 or higher. (Fall)

**330. Historic Preservation** (3 sem. hrs.). This course will cover in an introductory way all aspects of Cultural Resource Management and Historic Preservation. Major topics include federal historic preservation legislation, cultural resources (historic and prehistoric archaeology, historic structures), the National Register of Historic Places, Section 106 and 110 of the NHPA, historic preservation planning and state historic preservation plans. The course will utilize historic architectural examples as well as prehistoric and historic archaeological sites. Greater emphasis will be placed on how to evaluate historic properties for National Register eligibility than on the process. Prerequisite: Previous course in Anthropology or American History COM 100; ENG 101.

**333. The Changing Role of Museums** (3 sem. hrs.). Museums have played the authoritative role of interpreting one’s culture from many disciplines. In recent decades, however, museums have gone from “static monuments” to interactive arenas allowing “users” to examine the most challenging questions of our time. Technological advances, marketing strategies, educational theory, mast plans and discipline specific developments all contribute to the new museum’s approach. (Spring even/odd years)

**335. Death and Burial (W)** (3 sem. hrs.). This course provides an overview of the contemporary issues of studying the dead while surveying the mortuary practices of several historic and prehistoric cultures. Techniques covered will include paleodemography and quantitative analyses. Issues covered include repatriation and reburial. Students who have taken Bioarchaeology as Special Topics in Anthropology are not eligible for this course. Prerequisite: ANT 205 or ANT 210 (Fall odd-even years)

**340. Archaeology of North and Central America** (3 sem. hrs.). Drawing on the fact that the ancient New World was a dazzling treasure house of non-western political thought and organizations, this course uses archaeology and ethnohistory to document and make comparative sense of the rich variety of prehistoric cultures which existed in pre-Columbian North and Central America. The following topics and examples of ancient societies are covered in the course: the peopling of the New World, the Anasazi, Teotihuacan, Toltec, Maya and Aztec. Prerequisite: ANT 210.

**345 Drug Dealers & Prostitutes (R)(P)** (3 sem. hrs.). This course will use ethnographic analysis of contemporary drug dealers and prostitutes to examine the cultures where “deviant” and often illegal behavior is a normal way of life. This is an advanced ethnographic analysis class and will build on the theoretical and methodological basis of ethnography that is introduced in Ant 200. Prerequisite ANT 200. (Spring odd-even years)

**347. Cities and Society (H)** (3 sem. hrs.). Nature and growth of cities, urbanization, structure and process of modern urban life and the current urban crisis; the future of the city and its role in an emergent world system. This course may be taken as part of the capstone experience. Open to seniors or by department permission. (See ANT 490) (Fall)

**355. Ethnozoology (W)** (3 sem. hrs.). This course is a cross-cultural examination of the various roles that animals play in the lives of people. Emphasis will be placed on how animals are used in the construction

of ethnic identities and how some are seen as sacred beings. The method and theory of zooarchaeology, the analysis of animal remains from archaeological sites, will be covered as a means of understanding the treatment of animals by past cultures. Depictions of animals in art and folklore will be used to examine their roles in more contemporary cultures. Prerequisite: ANT 200, ANT 205, and ANT 210.

**370. Internships in Anthropology** (1–15 sem. hrs.). Opportunities for experiential learning in Anthropology. Site and schedule must be determined by the student with approval of Anthropology faculty. (Open to Juniors and Seniors)

**400. Seminar in Anthropological Theory** (3 sem. hrs.). Examination of the history of anthropological theory and contemporary anthropological thought. The course takes the form of a seminar designed to present and discuss various themes in anthropology as a foundation for the capstone experience. Designed to help students learn to evaluate particular theoretical frameworks and articulate the values behind different approaches, the course also provides the vehicle for student completion and presentation of their capstone research. Co-requisite: ANT 490. Prerequisite: Senior status; COM 100; ENG101; Anthropology major or minor, approved capstone experience project proposal. (Spring)

**401, 402. Independent Study** (1–3 sem. hrs.). Courses are designed to present Anthropology students with the opportunity to pursue a research project or pursue an intensive reading course resulting in a written presentation. Open to students of demonstrated ability and by consent of the instructor.

**410. Method and Theory in Archaeology** (3 sem. hrs.). This seminar course designed to present upper level students with the most current information on methodological and theoretical developments in historic and prehistoric archaeology through review and discussion of recent developments in the field. Major topics to be covered will include an historical review of archaeological method and theory along with current approaches to material culture interpretation. The formation processes of the archaeological record will be explored along with the development of mid-range theoretical studies. Prerequisite: Junior or higher status, Anthropology major. This course may be taken as part of the capstone experience. See ANT 490. (Fall)

**425. Forensic Materials Processing** (3 sem. hrs.). This course considers the forensic application of anthropological and archaeological techniques to identification, recovery, and initial processing of physical evidence from crime scenes. Students will be introduced to the anthropological methods in crime scene identification, recording, and evidence recovery. This course will explore the characteristics of physical evidence and the requirements for the collection, preservation, and packaging for recovered material. The laboratory setting will be utilized for investigating physical evidence characteristics. (Prerequisites: ANT 205, 210, or 255)

**490. Capstone Experience in Anthropology** (1 sem. hr.). The Capstone Experience in Anthropology is a two semester program beginning when students enroll in either ANT 347 or ANT 410 in the fall semester of the senior year. Students work with the professor to develop an individual field or archival research project in anthropology. The research project is completed and presented as the requirement for ANT 490. Co-requisite: ANT 400. Prerequisite: Completion of ANT 347 or ANT 410 with an approved project proposal.

## ART–Art

Courses in this department are intended to give students an opportunity to express themselves in a variety of art media. The 100 level courses are designed for beginning students with an art interest. Some courses carry supply fees (see University schedule).

**102. An Introduction into Two-Dimensional Art and Graphics** (F) (2 sem. hrs.). Areas to be explored include: drawing, color study, watercolor and acrylic painting and calligraphy. (Fall)

**103. An Introduction into Three-Dimensional Art** (F) (2 sem. hrs.). Areas to be explored include: sketching for three-dimensional designs, ceramics, sculpture and metal-smithing. (Fall and Spring)

**118. Art and the Visual Experience** (R)(F) (3 sem. hrs.). This course examines the processes by which we create, interpret, and respond to the visual arts (painting, sculpture, architecture, photography, and film). Emphasis is placed on developing critical understanding of form, content, and artistic expression as important to learning about personal, social, historical, and cultural ideas.

**131. Graphic Design** (F) (3 sem. hrs.). This course is especially for students who want to enhance their communication skills through artistic expression. Photographic composition, and analysis of color as it pertains to advertising and commercial design, will be examined. Students will need a 35mm camera with manual capabilities. (Fall)

**312. Studio Art** (F) (1 to 3 sem. hrs.). Designed to allow students to concentrate and develop proficiency in an area of art of their interest. Areas include: painting, printmaking, calligraphy, drawing, jewelry design, ceramics and photography. May be taken for 1 to 3 credits per semester for a total of 6 sem. hrs. Prerequisites: Art 103 and one of the following: Art 102, 355, 358 or consent of the instructor. Students wishing to do ceramics and jewelry must have had ART 103. (Fall and Spring)

**355. Art Fundamentals** (F) (2 sem. hrs.). This course is to allow the student to explore with both lecture and hands-on experiences some of the major areas of art. Painting, calligraphy, ceramics, drawing are areas to be covered, as well as styles, restoration of art and collecting art. This course is for students with an interest in art as well as some art background.

**358. Elementary Art Methods** (F) (3 sem. hrs.). Teaching art to elementary students, analysis of development of children's art, lesson plans and art projects suitable to the elementary program are explained and designed. Art 355 is recommended as a prerequisite but not required. (Spring)

## **ATR–Athletic Training**

- 171. Acute Care of Injury & Illness** (3 sem. hrs.). This course is designed to teach the student the basic knowledge and skills utilized in athletic training. This includes the prevention and recognition of athletic injuries and conditions. (Spring and Fall)
- 180. Advanced Emergency Care(R)** (2 sem. hrs.). This course is designed to teach athletic training students how to respond to various emergency medical situations. It includes professional training in first aid techniques, splinting, Cardiopulmonary Resuscitation (CPR), Automated External Defibrillation (AED), and methods to prevent disease transmission for allied health care professionals. This course explores various methods used to manage acute injuries and illnesses common to the physically active population including incorporating hands-on training in the implementation of emergency care techniques. Prerequisite: Athletic Training candidates and majors only. (Spring)
- 213. Anatomy for Orthopedic Assessment (N)** (2 sem. hrs.). This course is designed to provide an introduction to the anatomy relevant to conducting an orthopedic assessment of a musculoskeletal injury. Prerequisite: one college-level Biology course. (Fall)
- 252. Taping, Bracing & Splinting Lab** (1 sem. hr.). This laboratory course will teach student psychomotor skills involved with taping, bracing, splinting and other manual skills associated with the management of athletic injuries. Student must be co-enrolled in ATR 251. Prerequisites: ATR 171, ATR 180 and entry into the athletic training program. (Fall)
- 269. Axial & Abdominal Evaluation & Diagnosis** (2 sem. hrs.). This course is designed to teach the athletic training student the knowledge and clinical skills necessary for completing a musculoskeletal assessment for injuries and condition related to the axial skeleton and abdominal regions. Prerequisites: ATR 171, 180, and Admission into the ATEP. (Fall)
- 270. Clinical Proficiencies I** (1 sem. hr.). This course is designed to teach the sophomore athletic training student the knowledge and application of clinical skills necessary for the development of proficiency in athletic training. Prerequisites: Admission into the Athletic Training Program. Prerequisites: ATR 171, 180, and Admission into the ATEP. (Fall)
- 271. Clinical Proficiencies II** (1 sem. hr.). This course is designed to teach the sophomore athletic training student the knowledge and application of clinical skills necessary for the continual development of proficiency in athletic training. Prerequisites: Admission into the Athletic Training Program and successful completion of ATR 270. (Spring)
- 345. Lower Extremity Orthopedic Examination & Diagnosis** (2 sem. hrs.). This course is designed to teach the athletic training student the knowledge and clinical skills necessary for completing a musculoskeletal assessment for injuries to the lower extremity. Prerequisites: ATR 213 and 269. (Spring)
- 350. Upper Extremity Orthopedic Examination & Diagnosis** (3 sem. hrs.). This course is designed to teach the athletic training student the knowledge and clinical skills necessary for completing a musculoskeletal assessment for injuries to the upper extremity. Prerequisites: ATR 213, 269, 345. (Fall)
- 370. Internship in Athletic Training** (1-5 sem. hrs.). This course gives junior and senior athletic training majors an opportunity for academic-related work experience outside the usual university environment. The internship should enhance the student's intellectual development through the application of knowledge. This program cannot be totally observational. Prerequisites: ATR 171, 269, & 345, non-probationary standing in the ATEP, and approval by the Chair. A minimum cumulative grade-point average of 2.75 is required. An internship contract must be completed and on file in the Internship office before registration. This course may not be used for credit towards the hours required of the ATR major. (Maximum 6 hours)
- 371. Clinical Proficiencies III** (1 sem. hr.). This course is designed to teach the junior athletic training student the knowledge and application of clinical skills necessary for the continual development of proficiency in athletic training. Prerequisites: Admission into the Athletic Training Program and successful completion of ATR 271. (Fall)
- 372. Clinical Proficiencies IV** (1 sem. hr.). This course is designed to teach the junior athletic training student the knowledge and application of clinical skills necessary for the continual development of proficiency in athletic training. Prerequisites: Admission into the Athletic Training Program and successful completion of ATR 371. (Spring)
- 381. Therapeutic Modalities (W)** (4 sem. hrs.). The physiological basis, set up, use and techniques of modalities (i.e. ice, heat and ultrasound) needed to rehabilitate common athletic injuries will be taught. Prerequisite: ATR 213 and 251; COM 100; ENG 101. (Fall)
- 382. Therapeutic Exercise (R) (W)** (4 sem. hrs.). The physiological basis, use and techniques of exercise needed to rehabilitate common athletic injuries will be taught. Prerequisite: ATR 381; COM 100; ENG 101. (Spring)
- 389. Principles of Strength & Conditioning (P)** (2 sem. hrs.). This course is designed to expose the student to basic principles of exercise prescription and strength and conditioning. The student will learn how to design and carry out appropriate exercise prescriptions and exercise techniques (i.e., proper spotting, Olympic lifts, etc.), for various components of fitness for healthy individuals based on scientific principles. This course will also prepare the student for basic personal training certifications and provide a background for further growth in this area. Prerequisites: ATR 171, ATR 213. (Spring)

**413, 414. Independent Study (1–3 sem. hrs.).** Advanced study of a major medical condition, distinguished clinician, medical/health system, or health issue under the guidance of a departmental faculty member. Prerequisite: Permission of instructor. (Maximum 6 hours)

**426. Special Topics in Athletic Training (1–3 sem. hrs.).** The department offers a variety of mini–courses on special athletic training topics of interest to upper level students and staff. The topics concern areas not traditionally stressed in other department courses. In general, the courses will be offered in response to student demand and within the confines of faculty time. Prerequisites: Junior standing. (Spring and Fall)

**470. Clinical Proficiencies V (1 sem. hr.).** This course is designed to teach the senior athletic training student the knowledge and application of clinical skills necessary for the continual development of proficiency in athletic training. Prerequisites: Admission into the Athletic Training Program and successful completion of ATR 372. (Fall)

**471. Clinical Proficiencies VI (1 sem. hr.).** This course is designed to teach the senior athletic training student the knowledge and application of clinical skills necessary for the continual development of proficiency in athletic training. Prerequisites: Admission into the Athletic Training Program and successful completion of ATR 470. (Spring)

**475, 476. Athletic Training Department Honors (3 sem. hrs. each).** Permission of Chair required. To be considered, students must have an overall GPA of 3.0 or higher and a GPA of 3.5 or higher within the ATR major and be in good standing within the Athletic Training Education Program. Students who complete an independent Honors Proposal, Honors Thesis with distinction as determined by vote of the department faculty, and who satisfactorily pass the departmentally instituted comprehensive examinations (practical and written), shall graduate with the distinction of “Honors in Athletic Training”.

## **BIO–Biology**

**110. Contemporary Biological Problems (N) (3 sem. hrs.).** This course is designed for non–majors. Students electing to take this course in order to meet their General Education requirement for a laboratory science must take both BIO 110 and BIO 110L in the same semester. The course explores the many ways in which problems facing modern humans can be better understood and addressed through study of the biological sciences. Thus, the course is concerned with the basic biochemistry and cellular structure of all living organisms, genetics, anatomy and physiology of the body, disease, evolution, ecology and environmental issues. This course may not be used for credit towards the required for the biology major. Three lectures per week. (Fall and Spring)

**110L. Laboratory Studies in Contemporary Biology (L) (1 sem. hr.).** This course is designed for non–majors as the laboratory complement to BIO 110, Contemporary Biological Problems. The weekly exercises allow students to more fully explore some of the important concepts discussed in the lecture, and provide them with firsthand experience of how biologists actually “do science.” The laboratory must be taken concurrently with BIO 110. It may not be used for credit towards the required for the Biology major. One 2–hour lab each week. (Fall and Spring)

**115. Food, Medicine, and Drugs (N)(G) (3 sem. hrs.).** Ethnobotany is the study of the use of plants by people. The subject includes the use of plants for food, fuel, beverages, medicine and ceremonial purposes by prehistoric cultures, the origins of agriculture from a hunter–gatherer culture, how different cultures use local plants, the uses of herbs and spices, modern foraging and modern economic botany. Students will learn through reading, library research, discussion and lab experiences. This course will not count in the Biology major. Prerequisite: MTH Placement MTH 115, or higher. (Spring)

**120. Ornithology (3 sem. hrs.).** The biology and identification of birds. The primary focus of this course is to involve the student in the increasingly popular hobby of bird watching. Field trips and lectures incorporating color images teach methods of finding and identifying the birds and provide a natural history background for our North American avifauna. Two laboratory/lecture sessions per week. This course will not satisfy the 2001 General Education Natural Science requirement (Offered Occasionally)

**123. Biology I (N) (3 sem. hrs.).** First course of a two semester sequence required of majors. The course reviews the scientific method, introduces features of the unity of life (the cell, cell chemistry, genetics, respiration, and evolution), and discusses some characteristics of animal form. Lecture and laboratory components must be taken concurrently. (Fall)

**123L. Biology I Laboratory (L) (1 sem. hr.).** Laboratory component to accompany Biology I lecture. Lab meets two hours per week. Lecture and laboratory components must be taken concurrently. (Fall)

**124. Biology II (4 sem. hrs.).** Second course of a two semester sequence required of majors. The course reviews the diversity of life including systematics, viruses, bacteria, protists, fungi, invertebrate animals, with special emphasis on plant biology. Material from the first course is combined with the second in the study of ecology and environmental issues. Lecture and laboratory components must be taken concurrently. Students with credit for BIO 114 will not also receive credit for 124. (Spring)

**205. Biostatistics (Q) (3 sem. hrs.).** This course examines the role of statistics in the design, conduct and interpretation of biological research. Beginning with descriptive and inferential statistics, it proceeds through one and two–sample hypothesis testing, analysis of variance, linear regression, correlation, goodness of fit and contingency table analyses. Special attention is directed to the proper use of statistical software in data exploration and analysis. The course does not count towards the Biology major or minor. Prerequisite: MTH 115 or 121 or above. (Spring of even–odd)

**213. Field Biology (4 sem. hrs.).** Familiarizes the student with the diverse array of animals and plants living

in natural areas of northern Ohio. Field trips to local forests, fields and streams, as well as lab studies, will acquaint students with some of the commonest flowers, trees, insects and vertebrates. Three 2-hour classes each week. Prerequisites: BIO 123 and 124. (Fall)

**223. Genetics (R)** (4 sem. hrs.). Study of the laws of heredity and some of their applications with special emphasis on transmission and molecular phenomena. Three lectures and one 3-hour lab each week. Prerequisite: BIO 123. (Fall)

**224. Cell and Molecular Biology (R)** (4 sem. hrs.). An in-depth study of the structural and functional nature of the cell based on its molecular make-up. Emphasis will be placed on both biological and molecular technology. Three lectures and one 3-hour laboratory each week. Prerequisite: BIO 223. (Spring)

**235. Human Physiology (3 sem. hrs.).** This course examines how the various systems of the human body function and builds upon biologic principles presented in first-year biology courses. Designed as a service course for nonmajors, this course may not be used towards hours in the Biology or Environmental Sciences majors. Prerequisite: One semester of college biology. (Spring)

**303. Developmental Biology (4 sem. hrs.).** Classical vertebrate and invertebrate embryology, coupled with inquiries into related fields of biochemistry, cellular biology and molecular genetics. Emphasis on the chemical basis of early development through primary organ formation. The laboratory emphasizes experimental techniques and instrumentation. Prerequisites: BIO 222 and 223; COM 100; ENG 101. Open to juniors and seniors.

**311. Biology Seminar (R)** (1 sem. hr.). Students will improve their written and oral communication by critiquing several recently published papers from the biological literature. Prerequisite: Biology major with Junior or Senior Standing; COM 100; ENG 101. (Fall and Spring)

**312. Evolution (R)(W)** (3 sem. hrs.). The process of evolution is defined and evidence from biology and paleontology for the reality of evolution is reviewed. The course next surveys the natural processes which scientists suggest can lead to evolutionary change in groups of organisms and concludes with the postulated evolutionary histories of several important groups, including humans. Three lectures per week. Prerequisites: BIO 123, 124 and 223. (Spring)

**318. Human Medical Genetics (3 sem. hrs.).** An in-depth look at the role of chromosomes and genes in the etiology of human genetic diseases. Symptoms, treatments, psychological factors and possible screening methods will be presented. This course is suggested for people entering into graduate or professional programs in human health-related fields. Prerequisite: BIO 223; COM 100; ENG 101. Open to juniors and seniors only.

**324. Water Pollution Biology (4 sem. hrs.).** The biological effects of water pollution will be studied through lectures, experimentation, field sampling, laboratory analysis, and data interpretation. Students will employ up-to-date methods of stream biomonitoring and will be introduced to methods of toxicity testing. Two 75-minute lectures/discussions plus one 3-hour lab/field session per week. Prerequisite: ENS 323. (Spring of even-odd years)

**325. Microbiology (W)** (4 sem. hrs.). Introduction to general principles and techniques of the study of microorganisms of air, water, foods and soils, and relationship of such organisms to health and disease in plants and animals. Three lectures and two 2-hour laboratory periods each week. Prerequisites: Two semesters of both college biology and college chemistry; COM 100; ENG 101. Open to juniors and seniors only. (Fall)

**326. Immunology (3 sem. hrs.).** Theories and mechanisms of infection and immunity. A general course dealing with the nature of antigens, antibodies, immunologic reactions with consideration of antibody structure and the cellular, biochemical and genetic basis of immunity. Allergic phenomena, autoimmune disease and transplantation will be discussed. Prerequisite: BIO 325.

**328. Phycology (3 sem. hrs.).** Algae – their identification, economic importance and evolutionary significance. Both freshwater micro-algae and marine macro-algae will be included. Laboratory will emphasize collecting, identifying and counting techniques. Recommended for those interested in careers in aquatic biology or botany. Two lectures and one 2-hour laboratory per week. Prerequisite: BIO 124.

**334. Ecology (R)(W)** (4 sem. hrs.). An investigation of the ways living organisms interact with each other and their physical environments. Topics include adaptations of individuals to environmental stress, the structure and growth of populations, competition, predation, community ecology and the flow of energy and nutrients through ecosystems. The lab introduces students to experimental ecology. Three 2-hour classes each week. Prerequisites: BIO 123, 124 and a statistics course; COM 100; ENG 101. Open to juniors and seniors only. (Spring of odd-even)

**355. Ichthyology (3 sem. hrs.).** This course provides an introduction to the broad field of fish biology. It develops important background for those interested in pursuing careers in fisheries biology, aquaculture, water quality assessment, ecology or vertebrate physiology. We review a number of the traditional concerns of ichthyology including fish taxonomy, anatomy, physiology and distribution, ecology and behavior. Special attention is given to field collection methods involving seining and electroshocking, and to identification of Ohio stream and lake fish species. Prerequisite: BIO 123. (Spring of even-odd)

**363. Human Anatomy and Physiology I (4 sem. hrs.).** First of a two-course sequence covering structure and function of the human body. Includes three hours of lecture and one three-hour lab per week. This course integrates micro and gross anatomy while examining how the human body functions from the cellular level, up through and focusing on the various systems including nervous, integumentary, muscular, and endocrine. Lab utilizes previously prosected cadavers and analysis of live subjects. Prerequisite: BIO 110 or 123. Open to

juniors and seniors. (Fall)

**364. Human Anatomy and Physiology II** (4 sem. hrs.). This course is a continuation of the sequence which begins with BIO 363 and covers the remaining physiological systems including cardiovascular, immune, respiratory, urinary, digestive, and reproductive. Cadavers and live subject models continue to enhance laboratory exploration. Prerequisite: BIO 363. (Spring)

**365. Cat Dissection and Anatomy** (1 sem. hr.). This course is a companion to BIO 364 for students who wish to qualify for BIO 403, Cadaver Prosection, for the following Fall. Students will develop dissection skills on preserved cats, and will be tested on cat anatomy. Students will assist in conducting tours of the Cadaver lab for local high school students and other interested parties. Prerequisite: B- or higher in BIO 363. Co-requisite: BIO 364. (Spring)

**370. Biology Internship** (1-15 sem. hrs.). This course gives junior and senior biology majors an opportunity for academic-related work experience outside the usual university environment. The internship should enhance the student's intellectual development through the application of knowledge. This program cannot be totally observational. Prerequisites: BIO 123, 124 and at least one 4-hour upper level course. A minimum cumulative grade-point average of 2.5 is required. An internship contract must be completed and on file in the Internship office before registration. This course may not be used for credit towards the 40 hours required of the biology major. (Fall and Spring)

**375. Caribbean Biogeography** (1 sem. hr.). Ten-day trip to Belize, Central America or other suitable area during the spring vacation period. (Spring of odd-even years)

**390, 391. Independent Research** (1-3 sem. hrs.). An independent study course featuring special laboratory and/or field work for advanced students. The work must be arranged prior to registration in consultation with an instructor. Permission of the department chairperson is required. A formal written proposal of the expected project is required before registration. All students taking this course will meet together for one period each week to share their problems and ideas and to present progress reports of their project to their peers and faculty. (Fall and Spring)

**403. Cadaver Prosection** (2 sem. hr.). Anterior or posterior aspect of a cadaver will be prosected by students. Purpose is to gain additional dissecting skill and a more thorough understanding of human anatomy via a regional approach to study. One 3-hour laboratory per week. Prerequisite: B- or higher in BIO 363, 364 and 365. (Fall)

**415. Animal Behavior (R)(W)** (3 sem. hrs.). Takes an evolutionary approach in examining the immense diversity of animal behavior for insights into the lives of animals. The course highlights procedures biologists have developed for observing and interpreting behavior in animals, and provides students the opportunity to apply these scientific methods in conducting their own original research into a problem in animal behavior. Prerequisites: BIO 213 and a statistics course, or permission of instructor; COM 100; ENG 101. Open to juniors and seniors only. (Spring of odd-even)

**425, 426. Special Topics in Biology** (1-3 sem. hrs.). The department offers a variety of mini-courses on special biology topics of interest to upper level students and staff. The topics concern areas not commonly stressed in other department courses. In general, the courses will be offered in response to student demand and within the confines of faculty time.

**475, 476. Honors Course** (3 sem. hrs. each). This course series is reserved for seniors who want to earn departmental honors. During the two semesters of work the student must go beyond the level of ordinary undergraduate work. Results of the work should approach the level of a master's thesis. Course requires both comprehensive written examinations in the field of biology and an oral presentation to the staff of the work accomplished. The title of the student's investigation will appear in the honors ceremony program. A student's entry to this course must be approved in detail by the department head and another biology faculty member prior to registration.

## **BAE-Business Administration**

**101. Introduction to Business Administration (S)** (3 sem. hrs.). A survey of practices and terminology in American Business. Specific topics covered include organization, management, marketing, accounting, finance and the regulatory environment. Credit for this course is not applicable to majors in the School of Business.

**257. Personal Finance** (3 sem. hrs.). Study of a wide range of subjects and problems of concern to individuals and families in the management of their financial resources. Emphasis is placed on financial planning, cash management, borrowing, personal investments and insurance. Open to all students as an elective. Does not count toward any major offered by the School of Business.

**290. Special Topics in Business** (1-3 sem. hrs.). Study of selected topics and issues related to business not normally covered in regular course offerings. This course may be repeated with a different subtitle.

**305, 306. Independent Study** (1-3 sem. hrs.). Open to students of demonstrated ability who have completed at least 9 hours in the department. With instructor approval the student may do independent reading, research or pursue a topic of special interest. Prerequisite: Junior standing.

**318. Business Law I** (3 sem. hrs.). Introduction to the American legal institutions and sources of law with emphasis on ethics, torts, criminal law, contracts and sales. The course is one of two courses which cover the business law content specified by the American Institute of Certified Public Accountants. Open to juniors and seniors. (Fall)



**319. Business Law II** (3 sem. hrs.). Examination of negotiable instruments; debtor-creditor relationships with emphasis on secured transactions; bankruptcy, agency law, real property law; and wills and estates. The course is one of two courses which cover the business law content specified by the American Institute of Certified Public Accountants. Open to juniors and seniors. (Spring)

**355. Government and Business** (3 sem. hrs.). A study of regulatory laws and the economics of regulation, with particular emphasis on current activities in the regulation of business. Open to juniors and seniors in any field.

**368. Research Methods** (3 sem. hrs.). This course will help students to understand and practice the business research process and its role within the organization; integrate theory and research; improve their ability to find and intelligently use information; practice using statistical quantitative tools. Students will learn multiple types of research methodologies (qualitative research, secondary research, competitive intelligence, primary quantitative data collection methods) and when each is appropriately used for insights and decision-making. Prerequisites: FIN 301 or MGT 300 or MKT 302; MTH 115, 210.

**370. Internship** (1 to 9 sem. hrs.). Practical experience in a learning situation in management of a commercial or non-profit organization. Requires departmental approval of the organization in which the internship will be done and departmental review and approval of the specific experience gained. Prerequisites: Permission of instructor and Junior standing. (Fall and Spring)

**456. Senior Seminar in Business** (1 or 2 sem. hrs.). Seminar meets to hear visiting business leaders, study and evaluate interviewing, job selection and professional advancement. Optional second hour includes a competitive business simulation, in which students make management decisions and are evaluated in terms of their market effectiveness. Prerequisite: Senior standing.

### **CHI-Chinese**

**101-102. Elementary Chinese** (3 sem. hrs.). These courses introduce students to the fundamentals of Chinese language and culture. CHI 101 is for students with no previous training in Chinese. CHI 102 is for students who have completed CHI 101 or one to two years of Chinese in high school.

### **CHM-Chemistry**

**103. Fundamentals of Chemistry (N)** (3 sem. hrs.). A study of basic chemical principles and how chemistry relates to topics of current interest, such as energy and environmental matters. This course is designed specifically for non-science majors and will not count toward the Chemistry major or minor. No previous chemistry is necessary. Optional 2 hour lab portion of this course is CHM 103L. (Fall)

**103L. Laboratory Studies in Fundamentals of Chemistry (L)** (1 sem. hr.). This course is designed for non-majors as the lab complement to CHM 103, Fundamentals of Chemistry. This lab course meets weekly for two hours. Students will explore some of the concepts discussed in lecture and will gain hands-on chemistry laboratory experience. This lab course can only be taken concurrently with CHM 103. One two-hour lab per week. (Fall)

**111. General Chemistry I (L)** (4 sem. hrs.). Study of atomic structure, stoichiometry, gases, thermochemistry, periodicity, bonding, liquids and solids. Three recitations and one 3-hour laboratory period per week. Prerequisites: Placement into MTH 121 or C- or better in MTH 115. (Fall)

**112. General Chemistry II** (4 sem. hrs.). Study of solutions, equilibrium systems (acid-base, solubility), thermodynamics, electrochemistry, kinetics and the nucleus. Prerequisite: Passing grade in CHM 111. Three recitations and one 3-hour laboratory period per week. (Spring)

**201. Organic Chemistry I** (4 sem. hrs.). Organic chemistry is the study of compounds bearing carbon atoms, including reactions and methods of identification. This course will include methods for describing organic compounds and their features (known as functional groups), reactions of organic compounds such as those containing alkane, alkene, alkyne, and alkyl halide functionalities, and spectroscopic means of identifying organic compounds (including IR and NMR). Prerequisites: C- or higher in CHM 111 and 112. Three recitations and one 3-hour lab per week. (Fall Only)

**202. Organic Chemistry II** (4 sem. hrs.). This course will focus on naming and understanding the reactions and properties of organic molecules bearing functionalities not covered in CHM 201. These include: conjugated alkenes, aromatic rings, alcohols, ethers, carbonyl compounds, nitriles, and amines. Prerequisites: C- or higher in CHM 201. Three recitations and one 3-hour lab per week. (Spring only)

**205. Environmental Chemistry** (4 sem. hrs.). Students will study the chemistry of the air, water, and soil. The reactions, movements, and fates of anthropogenic and naturally occurring compounds will be investigated. Students will use contemporary sampling and analytical techniques to examine matrices such as surface water, groundwater, and sediment samples. In addition, students will employ appropriate documentation and quality control procedures, interpret data and learn to communicate water quality data. Prerequisites: CHM 111 and CHM 112. Students with credit for ENS 205 will not also receive credit for CHM 205.

**305. Quantitative Analysis** (4 sem. hrs.). Study of both theoretical and practical aspects of quantitative chemical analysis, including classical and modern methods. Theoretical emphasis is on treatment of data, acid-base, solubility, oxidation-reduction, and complex ion equilibria, electrochemistry and spectrophotometry. Laboratory work includes quantitative gravimetric, volumetric, and instrumental analysis. Prerequisites: C- or better in CHM 111 and 112. Three recitations and two 3-hour laboratory periods per week. (Fall Only)

**307. Physical Chemistry I** (4 sem. hrs.). Study of the principles of chemistry used to explain and interpret observations on the physical and chemical properties of matter. Topics include thermodynamics, chemical equilibria, and electrochemistry. This course is the junior level discipline specific communication requirement for the chemistry major. Prerequisites: CHM 111, 112, 201 and 202; COM 100; ENG 101; PHY 101 and 102, MTH 222 and 223. Three recitations and one 3-hour laboratory period per week. (Fall odd-even years)

**308. Physical Chemistry II** (4 sem. hrs.). Study of the principles of chemistry used to explain and interpret observations on the physical and chemical properties of matter. Topics include quantum theory and its application to atomic and molecular structure, spectroscopy, and the kinetics and dynamics of reactions. Prerequisite: CHM 307. Three recitations and one 3-hour laboratory period per week. (Spring odd-even years)

**370. Internship** (3 to 15 sem. hrs.). Qualified students may receive credit for off-campus experience in an industrial, government or academic laboratory. Departmental approval is required. (Offered on demand)

**404. Instrumental Analysis** (4 sem. hrs.). Study of the theory and applications of instrumental methods of chemical analysis. Emphasis is on (1) Spectroscopy (UV, Visible, IR Raman, NMR, AA, Emission, mass), (2) Electrochemistry (electrolysis, potentiometry, voltammetry, coulometry) and (3) Chromatography (GC, HPLS). Laboratory work involves solving analytical problems using instrumental techniques. Prerequisite: C- or better in CHM 305. Two recitations and two 3-hour laboratory periods per week. (Spring only)

**409, 410. Independent Study** (1 to 3 sem. hrs.). Laboratory problem designed to meet needs of advanced students. Consulting members of the staff, student will select a project in one or a combination of several of the following areas: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, physical chemistry. A formal, written report and an oral presentation of results will be required. Prerequisite: Permission of department chair. One conference period and a minimum of three hours of laboratory work per week for each semester hour of credit. (Offered on demand)

**411. Inorganic Chemistry** (3 sem. hrs.). Advanced course dealing with structure, bonding and reactions of inorganic compounds with special emphasis on coordination chemistry. Laboratory work devoted to inorganic preparations, reactions and characterization of products. Prerequisite: Permission of the instructor. Three recitations per week. Optional 3 hour lab portion of this course is CHM 412. (Offered on demand)

**412. Laboratory Studies in Inorganic Chemistry** (1 sem. hr.). This course is the lab complement to CHM 411, Inorganic Chemistry. This lab course meets weekly for three hours. Students will explore some of the topics covered in inorganic lectures. This lab course is optional but must be taken concurrently with CHM 411. One three-hour lab per week. (On demand)

**413, 414. Advanced Topics in Chemistry** (1-3 sem. hrs.). Selected advanced topics of current interest in analytical, biochemistry, inorganic, organic or physical chemistry. Emphasis on current chemical literature as a source of information. Prerequisites: Permission of the instructor. (Offered on demand)

**415. Biochemistry I** (3 sem. hrs.). Study of principal types of biochemical compounds, nature of reactions taking place in plant and animal tissue and functions of enzymes, carbohydrates, lipids and nucleotides in the metabolic control of these processes. Prerequisites: C- or better in CHM 201 and CHM 202, or a minimum grade of B- in CHM 201. Three recitations per week. (Fall of even-odd years)

**416. Biochemistry II** (3 sem. hrs.). Biochemistry with an emphasis on metabolism including the chemical reactions of glycolysis, the citric acid cycle, lipid and amino acid synthesis and degradation, and nucleic acid metabolism. Co-requisite: CHM 417. Prerequisites: CHM 415. (Spring even-odd years)

**417. Laboratory Studies in Biochemistry** (1 sem. hr.). This course will reinforce concepts learned in CHM 415 and CHM 416 by providing hands-on experience in biochemical techniques used in the laboratory setting. One three-hour lab per week. Prerequisite: CHM 415. (Spring even-odd years)

**422. Seminar** (1 sem. hr.). A series of planned discussions in which advanced students, under the guidance of staff members, (1) review chemical research literature on student-selected topics, and (2) make oral presentations of their findings. Prerequisite: Chemistry major and senior status; COM 100; ENG 101. Satisfies capstone requirement. (Fall only)

**475, 476. Honors Course** (3 sem. hrs.). Series open to seniors who want to earn Departmental Honors and whose Chemistry GPA is at least 3.00. Requests for Departmental Honors must be approved by the Department Chair, in consultation with the Chemistry faculty. A detailed proposal for independent research must be submitted to the Chair in the spring semester of the junior year. During the last semester an oral examination covering the research, and a comprehensive written examination covering all areas of chemistry must be taken. (Offered on demand)

### **CJS-Criminal Justice System**

**151. Introduction to Criminal Justice** (3 sem. hrs.). The study of the American criminal justice system with an emphasis on Constitutional issues informing police and court practices and procedures and the underlying rationale for fair and impartial treatment of citizens in a democratic society. Students with POL 151 credit will not also receive credit for this course.

**370. Internship in Criminal Justice** (3-14 sem. hrs.). Students majoring in Criminal Justice must successfully complete an internship of at least three hours and not more than 14 hours in the Fall Semester. Open to seniors and juniors by permission of the Department Chair. (Fall)

**491. Senior Seminar** (3 sem. hrs.). The Senior Seminar in Criminal Justice examines the full professional, bureaucratic, and geographic breadth of the overlapping fields of criminal justice, homeland security, and national security. Students will research and present on selected functions, organizations, issues, and opportunities within that wide professional range. This course will serve as the Capstone for students majoring in Criminal Justice and is open to juniors and seniors majoring in criminal Justice. Prerequisites: COM 100; ENG 101. Students with 370 and 490 credit will not also receive credit for this course. (Fall)

## **COM–Communication**

**100. Oral Communication I** (3 sem. hrs.). Introduction to theory and practice of effective oral communication in public situations. Students will examine and participate in a variety of informative and persuasive speeches. (Fall and Spring)

**104. Small Group Communication** (3 sem. hrs.). Study of small group communication theory with an emphasis in communication skill development for effective work in teams. Designed to increase student's ability to communicate orally, think critically, and establish interpersonal relationships within the context of the small group or team. Practice in group leadership, conflict resolution, problem-solving, participation, and the impact of technology. (Fall)

**210. Sophomore Seminar** (1 sem. hr.). This course introduces the communication, media, and theatre arts majors to the theories, concepts, and expectations of the entire CTA discipline. In addition, while in this class each student will create a portfolio that will eventually contain copies of all their writings, performances, productions, speeches, etc. Students will maintain their portfolio throughout their tenure at Heidelberg as a CTA major. Field trips to area businesses and industries that routinely employ Heidelberg CTA alumni may also be part of this course. Open to CTA majors and minors only. (Fall)

**217. Experiential Learning in Forensics** (1 sem. hr.). Twelve hours of preliminary round intercollegiate speech competition plus 45 hours of preparation. Up to six hours of non-competitive public performance may be substituted for preliminary round competition. Student entered in competition by consent of coach. Prerequisite: Permission of instructor. (Fall and Spring)

**245. Interpersonal Communication** (3 sem. hrs.). Examination of communication behaviors in family, friendship, work and intimate relationships. Variables such as self-concept, perception, expression of feelings, listening, media, and verbal/non-verbal codes will be analyzed through readings, research and experience. Students with credit for COM 354 will not also receive credit for 245. (Fall)

**246. Intercultural Communication** (G) (3 sem. hrs.). Study of the contexts, values, and other variables that affect communication between cultures and subcultures. (Fall of even-odd years)

**247. Communication and Gender** (3 sem. hrs.) Study of the role of gender within the communication process. (Fall of odd-even years)

**250. Argumentation and Debate** (3 sem. hrs.). Examination of process and strategy in presenting effective and rational arguments through oral communication. Special emphasis is given to methods of collecting, analyzing and using evidence, the means of persuasion through logic, and the delivery skills needed in argumentation and refutation. Recommended for pre-law and business majors. (Spring of odd-even years)

**254. Family Communication** (3 sem. hrs.). An examination of communication in a variety of family systems including marriage partners, parent-child, and extended families. Focus on family types, creation of family meanings, conflict, decision-making and communication behavior which enhances family living. (Spring of even-odd years)

**310. Junior Portfolio Review** (0 sem. hrs.). Juniors continue work begun in COM 210 on their portfolios. Students will work with a faculty mentor in their major and present their portfolio at the end of the semester to departmental faculty. Prerequisite: Junior or Senior status, COM 210. (Spring)

**311. Organizational Communication** (3 sem. hrs.). This course will examine how organizations communicate the impact of change: message initiation, the role of management, management practices, the culture of the organization, employee motivation, and conflict resolution in the work place. Students will read case studies and study theoretical approaches to analyzing organizational communication processes. (Spring of even-odd years)

**335. Oral Interpretation** (3 sem. hrs.). Study of the art of reading aloud. Emphasis on the analysis and performance of literature — especially intratextual and intertextual programs. Recommended for all prospective teachers, kindergarten through high school English, as well as communication, theatre, and media track majors interested in performance, public speaking, or directorial careers. (Offered Occasionally)

**345. Selected Topics** (1-3 sem. hrs.). Study of selected topics in communication of interest to upper level students and staff. Topics offered will concern areas not commonly stressed in regular courses. (Offered occasionally)

**346. Popular Culture & Communication** (R)(W)(H) (3 sem. hrs.). Examination of how popular culture (including heroes, rituals, language, and the media) reflects, influences, and communicates individual and societal beliefs, values, and identities. (Offered occasionally)

**350. Persuasion** (3 sem. hrs.). Study of rhetorical and psychological theories of attitude change in human communication. A significant portion of the class is devoted to the development, analysis, and presentation of media messages and campaigns, with a focus on the ethical implications of such messages and campaigns. Prerequisites: ENG 101; COM 100. (Fall)

- 351. Oral Communication II** (3 sem. hrs.). Practice in public performance, incorporating advanced study of audience analysis, rhetorical analysis, and critical thinking. Readings in traditional rhetoric and contemporary communication theory. Recommended for pre-ministerial, pre-law and business majors. Open to Juniors and Seniors. Prerequisite: Completion of COM 100 at a “C-” or better. (Spring)
- 370. Internship** (3 to 15 sem. hrs.). Departmental permission required. (Fall and Spring)
- 410. Senior Portfolio Review** (0 sem. hrs.). Seniors complete work begun in COM 210 and continued in COM 310. Students will work with faculty mentors and present their portfolios to departmental faculty at the end of the semester. Prerequisite: COM 310. (Spring)
- 411. Seminar** (2 sem. hrs.). Advanced study of theatre, media, and communication; coursework includes major research project and public presentation. Required of all departmental majors (except Public Relations and Media Management). Prerequisite: ENG 101; COM 100; open to Juniors and Seniors. (Fall)
- 451, 452. Independent Study** (1-3 sem. hrs.). Individual research under the direct supervision of a departmental faculty member. Opportunity for advanced work in any of the communication areas of special interest to the student. Prerequisite: Permission of the instructor. (Fall and Spring)

## **CPS-Computer Science**

- 100. Introduction to Computers** (3 sem. hrs.). An introduction to computers and computer information systems. A survey of the nature and use of computer software, computer hardware, and computer networks. Emphasis is on the development of computer literacy through an exploration of computer systems, computer applications, and the social and societal issues that arise with the widespread use of computers. Does not satisfy the 2001 Natural Sciences requirement. (Fall and Spring)
- 150. Fundamentals of Computer Science (N)(L)** (4 sem. hrs.). Breadth-first introduction to computer science. Data representation, algorithmic problem solving, basic concepts in hardware, operating systems, networking, graphics, artificial intelligence, and an introduction to the limitations of computing. Exercises include simulation, introductory programming in the Internet environment, and the development and comparison of algorithms. Laboratories emphasize the use of computers for modeling complex phenomena or for analyzing data, and the use of programs for solving interdisciplinary problems. Provides computer science and computer information systems majors with a solid foundation for further study and offers non-majors a broad introduction to the scientific techniques of the discipline. Three recitations and one 2-hour laboratory period per week. Prerequisite: Placement into, completion of, or concurrent enrollment in a 100-level or higher mathematics class. (Fall)
- 201. Computer Programming I** (3 sem. hrs.). Introduction to problem-solving methods and algorithm development; design, coding and documentation of programs in an object-oriented high-level programming language. Prerequisite: CPS 150. (Spring)
- 202. Computer Programming II** (3 sem. hrs.). A continuation of CPS 201. The development of a disciplined approach to the design, coding and testing of computer programs. A study of object-oriented design. Topics include arrays, strings, pointers, and recursion. Prerequisite: CPS 201. (Fall)
- 215. Business Programming** (3 sem. hrs.). The techniques and algorithms used in a business environment are studied. Structured design is emphasized and programs typical of business applications are developed and written using a suitable language and tools. Prerequisite: CPS 201. (Offered Occasionally)
- 301. Computer Organization** (3 sem. hrs.). An introduction to the organization and structure of the major hardware components of computers; fundamentals of logic design; coding, number representation and arithmetic and simple computer architecture. Prerequisite: CPS 201. (Spring of odd-even years)
- 302. Operating Systems** (3 sem. hrs.). Computer architecture, instruction sets, memory management, device management, information management, systems structure, and performance evaluation. Prerequisite: CPS 201. (Fall of even-odd years)
- 311. Data Structures** (3 sem. hrs.). Basic data structures such as stacks, queues, lists, trees and graphs; utilization of algorithmic analysis and design criteria in the selection of methods of data manipulation; hashing, searching, merging and sorting algorithms and algorithm complexity and efficiency. Prerequisites: CPS 202 (Spring of even-odd years)
- 312. Programming Languages** (3 sem. hrs.). Survey of various high-level languages with emphasis given to formal language definition, lexical analysis techniques, list processing and string manipulation languages. Prerequisite: CPS 202. (Spring of even-odd years)
- 314. Database Management** (3 sem. hrs.). An introduction to data bases which focuses on the various uses of database management systems as well as the design, development and administration of such databases. Databases in a microcomputer environment will be emphasized. Prerequisite: CPS 201. (Fall of odd-even years)
- 316. Spreadsheet Modeling** (3 sem. hrs.). Intermediate and advanced spreadsheet modeling using current spreadsheet software. Students will develop spreadsheet models that aid research and provide decision support within an organization. Included are such topics as the design and management of worksheets and templates, statistical, financial, database, and spreadsheet manipulation functions, dynamic Web publishing, and basic spreadsheet programming. Prerequisite: CPS 100 or CPS 150 or CPS 201. This course replaces CPS 214. Students who have already taken CPS 214 are not eligible for this course. (Fall of even-odd years)

**325. Data Communications and Networking** (3 sem. hrs.). The principles of data communications equipment, device protocols, data transmission formats and representation techniques. Network topologies, design and configuration. Network performance issues and enhancement techniques. LANs, WANs, and internet working issues. The protocols and workings of the global Internet. Issues facing network administrators. Prerequisite: CPS 150. (Fall of even-odd years)

**330. Web Application Development** (3 sem. hrs.). Models for application development in the Internet environment. Examination of key Internet protocols and programming tools. Emphasis is on the techniques for development of web content and Internet-based applications, including e-commerce and integration with backend data sources. Session and exchange management. Program security. Prerequisites: CPS 202 or CPS 314, and CPS 325. (Spring of odd-even years)

**340. System and Network Administration** (3 sem. hrs.). An introduction to the techniques of system and network administration, including systems and server configuration, network capacity planning and management, and the use of administrative tools and scripting languages. Information systems security issues. Professional and ethical responsibilities of the IT manager. Prerequisites: CPS 201 and CPS 325. (Spring of even-odd years)

**341. System Analysis and Design** (3 sem. hrs.). An introduction to the concepts and methods of system analysis and design. Techniques of analysis will be presented and students will use design techniques to develop computerbased system solutions to business related problems. Prerequisite: CPS 201; COM 100; ENG 101. Open to Juniors and Seniors. (Fall of even-odd years)

**343. Software Engineering** (3 sem. hrs.). The software life cycle will be described and practical techniques for the specification, design, implementation and maintenance of software systems will be given. Teams of students will use computer-aided software engineering (CASE) and project-management software to specify, design, test and produce an actual software system. Prerequisite: CPS 202; COM 100; ENG 101. Open to Juniors and Seniors. (Spring of odd-even years)

**350. Topics in Computer Science** (3 sem. hrs.). Current topics in advanced computer science and information systems, chosen to meet the interests of students and instructors. Extensions of familiar topics or introductions to new paradigms and research areas. Prerequisite: Permission of the instructor. (Offered Occasionally)

**370. Internship** (1-6 sem. hrs.). Departmental permission required.

**401, 402. Independent Study** (3 sem. hrs.). Special topics chosen to meet the student's individual interest. Prerequisite: At least six Computer Science courses.

**490. Capstone Topics in Computing** (1 sem. hr.). This course provides a summary experience for the major on a topic in computing of special significance. The course will feature critical examination of the topic through such means as consideration of career implications, guest presentations, discussion of ethical ramifications, and a comprehensive project. Prerequisite: Computer Science or Computer Information Systems major and senior standing; COM 100; ENG 101. (Spring)

### **COR- 2001 General Education Requirement**

These courses continue to be offered for the 2001-2010 Graduation Requirements and some are listed within the 2011 General Education Requirements categories.

**300. Exploring the Liberal Arts** (3 sem. hrs.). Upper-level interdisciplinary classes that provide an opportunity for students to make connections between the methods and subject fields of different academic disciplines utilizing the personal and intellectual insights they have acquired during the first half of their university experience. Each course utilizes the characteristic modes of inquiry of more than one traditional academic discipline in addressing current issues and concerns. These courses do not satisfy general education requirements in any discipline specific area. Prerequisite: Junior status or higher.

### **ECO-Economics**

**102. Survey of Economics (S)** (3 sem. hrs.). An introduction to basic economic concepts and tools of economic analysis through their application to contemporary social problems. Course open to all except students majoring in areas of Business Administration, Accounting and Economics. Course is not open to students with previous credit in either ECO 251 or 252. Credit for this course is not applicable to majors in the School of Business (Fall and Spring)

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

**252. Principles of Macroeconomics (S)** (3 sem. hrs.). Analysis of economic performance as it affects levels of unemployment and inflation. Emphasis on economic policy activities of the federal government and the Federal Reserve System. Prerequisite: Sophomore standing. (Spring)

**330. Public Finance (R)** (3 sem. hrs.). A study of the role of government in a market economy including market efficiency and failure, and government provision of public goods and remediation of externalities. Additional topics include: the application of cost-benefit analysis to governmental programs and an examination of both the expenditure and revenue components of the public sector budget. Prerequisites: ECO 251 and 252 and Junior standing. (Spring)

- 342. Urban and Regional Economics** (3 sem. hrs.). The purpose of this course is to apply the principles of economics to the study of regions and urban areas. Regional areas will be defined and their economic development studied. Urban areas will be studied from the viewpoint of inefficient resource allocations resulting from externalities, industrial location, land use policies, transportation, housing markets and urban fiscal problems. Prerequisite: ECO 251 and Junior standing.
- 344. Environmental and Natural Resource Economics** (3 sem. hrs.). This course applies economic principles to natural resource and environmental issues in society. Economic principles will be used to analyze society's use of limited natural resources. The social welfare criteria of both efficiency and equity will be used to analyze environmental policies directed toward the correction of externalities. Prerequisite: ECO 251 and Junior standing. (Spring)
- 346. Law and Economics (R)(W)** (3 sem. hrs.). This course applies the principles of economics to the study of law. Economic models of rational behavior can provide insight into law and legal institutions. Areas of law such as property law, contract law, torts and criminal law will be examined within the context of economic principles. Prerequisite: ECO 251 and Junior standing. (Fall of even-odd years)
- 352. International Economics** (3 sem. hrs.). Introduction to the theories of international trade, the functions of international monetary systems and current international economic issues. Emphasis on a practical understanding of the dynamics of international trade. Prerequisites: ECO 251 and 252 and Junior standing.
- 358. Labor Economics** (3 sem. hrs.). The application of economic theory to the world of work, and the related issues of employment, unemployment and productivity. Topics covered include Human Capital Theory and the impact of labor unions. Prerequisites: ECO 251 and 252 and Junior standing. (Fall)
- 361. Intermediate Microeconomic Theory (W)** (3 sem. hrs.). The economics of price theory, including consumer choice, demand, supply, costs of production, resource allocation, competition and the concept of market power. This course contains junior level discipline specific communication requirements. Prerequisites: ECO 251 and 252 and Junior standing; COM 100; ENG 101.
- 362. Intermediate Macroeconomic Theory (R)** (3 sem. hrs.). The economic analysis of the overall performance of the economy, including national income accounting, income determination models, fiscal and monetary policies and economic growth. This course contains junior level discipline specific communication requirements. Prerequisites: ECO 251 and 252 and Junior standing; COM 100; ENG 101.
- 364. Economic Development** (3 sem. hrs.). Analysis of the economics of countries with low per-capita income and of positive and negative factors bearing on their development. Impact of saving, investment, foreign trade, as well as of population, technology, social and political modernization, will be analyzed. Prerequisite: One course in economics and Junior standing or permission of the instructor.
- 370. Internship** Prerequisite: Permission of instructor and Junior standing.
- 451. Economics Seminar** (3 sem. hrs.). Detailed investigation of one or two topics through application of economic principles previously studied. Extensive student participation through discussion and oral and written reports. Open to senior Economics majors only. This course meets all the requirements for the senior capstone experience. Prerequisites: ECO 361 and 362 and Senior standing; COM 100; ENG 101.
- 452. Independent Study in Economics** (3 sem. hrs.). Open to seniors with consent of the instructor. Affords seniors an opportunity to utilize knowledge and economic skills gained from earlier coursework in an independent project. Students should prepare a project proposal during the fall term and submit it to the instructor for approval before registration. Students should anticipate a project equivalent to a 50-page research paper. Prerequisite: Senior standing. (Offered Occasionally)

## **EDU-Education**

- 110. Vital Connections** (2 sem. hrs.). Introduction to the history and philosophy of education. Incorporates research/study of basic issues in the field of education, roles of the teacher and trends in education. Students are involved in general classroom observation at appropriate grade-levels for career decision purposes. Offered each semester. Co-requisite: EDU 115. (Fall and Spring)
- 115. Educational Technology** (1 sem. hr.). Designed to give students an understanding of techniques related to computer and multimedia technology in the teaching and learning environment. Students will utilize community and campus resources, computer applications and appropriate audiovisual equipment to develop successful teaching skills and resource collections and materials for integration in the classroom. Also, students will begin development of professional materials and portfolio content for future job placement. Co-requisite: EDU 110 or MUS 110. (Fall and Spring)
- 200. Growth and Development** (2 sem. hrs.). The principle aspects of Growth and Development including the social, emotional, cognitive and physical development from birth through early adulthood. Associated learning theories in relation to the age level characteristics will be discussed. Prerequisites: 2.5 GPA and C- or higher in EDU 110 or MUS 110, EDU 115 or MUS 115, and PSY 101. Taken concurrently with EDU 201 (ERL), 207 (MID) or 208 (AYA). Spanish Licensure candidates take 201, 207 or 208. Music, Health and/or Physical Education take none. (Fall and Spring)
- 201. Growth and Development: Early Childhood** (1 sem. hr.). A course designed with emphasis on Pre-K-Grade 3 development. Discusses typical and atypical development in infancy and early childhood, effect of disability and at-risk conditions on development, including adult/child interactions. Examines pre-, peri-, and postnatal conditions and relationship to developmental status. This course is required of all students in the Early Childhood licensure program. Prerequisites: 2.5 GPA, and C- or higher in EDU 110, EDU 115 and PSY 101. Taken concurrently with EDU 200. Required for all Spanish and German licensure candidates. (Fall

and Spring)

**207. Growth and Development Seminar: Middle Childhood** (1 sem. hr.). EDU 207 builds on EDU 200 giving special emphasis to the middle child. The middle child is unique in his/her social, emotional, cognitive and physical development. Given these characteristics developmentally appropriate instruction is essential for the middle school aged child. This course is designed to examine the implications of Middle Childhood growth and development and its relationship to teaching. Taken concurrently with EDU 200. Prerequisite: 2.5 GPA, C- or higher in EDU 110, EDU 115 and PSY 101. Required for all Spanish and German licensure candidates. (Fall and Spring)

**208. Growth and Development Seminar: Adolescent to Young Adult** (1 sem. hr.). EDU 208 builds on EDU 200 giving special emphasis to the adolescent to young adult. The social, emotional, physical and cognitive characteristics will be explored so as to give the preservice teacher a clearer understanding of this age group and implications for teaching. Taken concurrently with EDU 200. Prerequisite: 2.5 GPA, C- or higher in EDU 110, EDU 115, and PSY 101. Required for all Spanish and German licensure candidates. (Fall and Spring)

**218. Adolescent Literature (R)(H)** (3 sem. hrs.). Emphasis on literature written for adolescents, including a study of and reading from the various genres, how to use literature in the middle and secondary school classroom, how to read for a variety of purposes, reading aloud to students, SSR, reader response theory, censorship, literary elements, evaluating adolescent literature for quality and relevance, choosing a canon of literature and the transactional nature of reading literature. Unit and lesson planning will be required. The Internet will be used to research authors, find and contrast works of literary criticism and locate books for thematic units. Students will be required to read prose and poetry by a wide variety of American and non-American authors. Prerequisite: 2.75 GPA, and C- or higher in PSY 101 and EDU 220. (Spring)

**220. Principles of Teaching** (3 sem. hrs.). The course is designed to help students gain an overview of the effective principles of good teaching as seen through the academic literature and practices of teachers. Candidates will consider the strategies that are available to students to help create a motivated, positive climate for learning. There is a strong emphasis on active, authentic and constructivist planning and learning. There is a fee for Task Stream. Prerequisite: 2.75 GPA, C- or higher in PSY 101, EDU 200 and accompanying seminar if required (201 for ERL, 207 for Middle, or 208 for AYA. No seminar required for Multi-Age). Co-requisite: 225 (Early), EDU 227 (Middle), 228 (AYA) or 229 (Multi-Age). (Fall and Spring)

**225. Introduction to Early Childhood Education – Philosophies and Practices** (3 sem. hrs.). A course designed to introduce the history, context and current trends in Early Childhood Education/Early Childhood Special Education including the issues of ‘best practice’ as they relate to working with young children with and without disabilities in a variety of settings. Focus also on the perspectives, characteristics and attitudes necessary for students to become effective early childhood professionals. Course will include examination of the NAEYC Code of Ethics; students will be encouraged to become members of NAEYC as part of their professional development. Use of Internet resources to examine current topics in ECE will be an integral component of the course. Field observation in inclusive public and community preschool and K-3 settings will be conducted throughout the semester to enable students to witness and discuss teaching practices and philosophies in ECE. Prerequisite: 2.75 GPA and C- or higher in PSY 101, EDU 200, 201. Co-requisite: EDU 220. (Fall and Spring)

**227. Principles of Teaching Seminar: Middle Childhood (W)(S)** (1 sem. hr.). This course builds on EDU 220 giving special emphasis to the middle child. As the middle child is unique in their development, emphasis in the course will consider the appropriate classroom and school environment suitable for the middle child. Particular attention will be paid to how team teaching, exploratory programs, integrated units and pastoral care are considered essential elements of an effective middle school. A field experience is required. Prerequisite: 2.75 GPA, C- or higher in PSY 101 and EDU 200, 207. Co-requisite: EDU 220. (Fall and Spring)

**228. Principles of Teaching Seminar: Adolescent to Young Adult (W)(S)** (1 sem. hr.). This course builds on EDU 220 giving special emphasis to the AYA student. Students will be expected to consider the essential principles of teaching as outlined in the research literature. Emphasis will be given to creating a positive classroom climate through the exploration of appropriate teaching strategies and classroom management techniques. A field experience is required. Prerequisite: 2.75 GPA, C- or higher in PSY 101, EDU 200, 208. Co-requisite: EDU 220. (Spring)

**229. Principles of Teaching Seminar: Multi-Age (W)(S)** (1 sem. hr.). This course builds on EDU 220 giving special emphasis to the Multi-Age student. Students will be expected to consider the essential principles of teaching as outlined in the research literature. Emphasis will be given to creating a positive classroom climate through the exploration of appropriate teaching strategies and classroom management techniques. A field experience is required. Prerequisite: 2.75 GPA, C- or higher in PSY 101, EDU 200. Co-requisite: EDU 220. (Spring)

**230. Foundations of Reading** (3 sem. hrs.). An introduction to the theories/models of the process of reading, stages of reading development, the development of literacy, word identification strategies, comprehension theory and instructional strategies, text structure, the reading/writing connection, the role of literature in the classroom, assessment, material selection, organizing and managing reading programs, accommodating needs in multicultural and multiability classrooms. Examination of appropriate software to enhance and reinforce reading skills and use of the Internet for literature and content/curriculum resources is included. Required field experience in which students implement instructional strategies learned in class and present quality children’s literature in settings appropriate for licensure area. Prerequisite: 2.75 GPA, C- or higher in PSY 101 and EDU 220, 225 (Early Childhood); EDU 220, 227 (Middle Childhood). Co-requisite: EIS 285. (Fall and Spring)

**297. Collaboration in Schools** (3 sem. hrs.). This course stresses the importance and benefits of positive interactions with students, parents, school, and community. Methods of encouraging and assisting families to be active participants in the educational team will be addressed. Emphasis is placed on integrating students into various learning environments by using collaborative strategies such as team teaching and peer tutoring. Special attention will also be given to how the paraprofessional collaborates with the teacher and with other school personnel. This course is open ONLY to students seeking the Paraprofessional Licensure through Tiffin University (or by department chair approval). It will not count as a substitute for EIS 468 for any Heidelberg University licensure candidates. Offered as needed. Prerequisites: GPA 3.0, C- or better in PSY 101, EDU 220, EIS 265.

**321. Language/Literacy Development in Early Childhood (W)** (2 sem. hrs.). Emphases on the acquisition of language skills from birth through age eight and how to promote literacy development in preschool and early childhood settings. Developmental stages of oral and spoken language skills and reading/writing skills will be addressed. Types of literacy experiences to enhance development based on assessment of individual skills/developmental levels will be emphasized. Students will develop an understanding of the Ohio Academic Content Standards. Students will also become familiar with and learn to evaluate the appropriateness of different software for the development of reading/written language skills for young children, and use the Internet as a resource for locating children's literature. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 225, 230; EIS 265, 285. Co-requisite: EDU 322, 323. (Fall and Spring)

**322. Math Experiences in Early Childhood** (2 sem. hrs.). This course will address the development of mathematical understanding in young children, with emphasis on developmentally appropriate curriculum models, assessment practices, methods, materials, and technology to support their learning. Students will learn to use and evaluate software to enhance and reinforce math skills and understanding. Focus is upon methods encouraging student participating through use of various hands-on materials and upon lesson planning (short and long-range) as it relates to assessed student needs, Ohio Academic Content Standards, and district courses of study. Research of related professional literature. Prerequisites: 3.0 GPA; C- or higher in PSY 101, EDU 225, 230; EIS 265, 285. Co-requisite: EDU 321, 323. (Fall and Spring)

**323. Science Experiences in Early Childhood** (2 sem. hrs.). This course will address the development of scientific understanding in young children, with emphasis on developmentally appropriate curriculum models, assessment practices, methods, materials, and technology to support their learning. Students will learn to use and evaluate software to enhance and reinforce science skills and understanding. Focus is upon methods encouraging student participating through use of various hands-on materials and upon lesson planning (short and long-range) as it relates to assessed student needs, Ohio Academic Content Standards, and district courses of study. Research of related professional literature. Prerequisites: 3.0 GPA; C- or higher in PSY 101, EDU 225, 230; EIS 265, 285. Co-requisite: EDU 321, 322. (Fall and Spring)

**324. Teaching Written Composition (K-12) (W)** (2 sem. hrs.). The primary purpose of the course is to provide the pre-service teacher with instruction in teaching writing in the elementary or secondary classroom. Primary emphasis will be on teaching writing as a process. Additional topics to be covered include: methods of teaching writing, writing as a developmental process, forms of writing, instructional guidelines for teaching writing, goals of writing instruction, teaching writing across the curriculum, integrating writing with literature and evaluating student writing. Recommended for all early, middle, and AYA English majors. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, and Sophomore Status. (Fall)

**336. Methods in Foreign Languages (G)** (3 sem. hrs.). Students learn how to plan, integrate and instruct foreign languages. Attention is given to ACTFL National Standards, the Ohio Model Competency-Based Program in Foreign Languages. Prerequisite: six semester hours at the 300 level in the language to be taught and a C- or higher in PSY 101 and a 3.0 GPA. (Offered as needed.)

**344. Reading to Learn/Content Areas—Early Childhood** (3 sem. hrs.) Emphasis on helping students process and learn from content materials, including understanding text structure, general and specific vocabulary development, comprehension strategies, research in reading, study skills, test taking, assessment and evaluation. Focus will be on reading to learn. Additional emphasis on developing integrated instructional units linking content areas. Students will be expected to use the Internet to locate literature for each content area and materials/programs to enhance their instruction. Ohio's Academic Content Standards will be used to plan and implement instruction. (Field experience required). This course is taken by Early Childhood Majors, Intervention Specialist Licensure Candidates who are also getting licensed in Early Childhood. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 321, 322, 323. Co-requisite: EDU 345 (except Multi-Age). (Fall and Spring)

**345. Curriculum and Instruction for Young Children—Pre-K—Grade 3 (R)(W)** (4 sem. hrs.). Emphasis on the development and implementation of developmentally appropriate curriculum across the content areas for young children ages 3–8. Curricular organization and content, materials, activities, and instructional strategies and practices, including small-group, cooperative learning groups, and discussion, will be addressed, as will the role of authentic assessment practices in guiding planning and instruction. Exploration of Social Studies curriculum models and standards will form an integrative curricular framework. The role of play in learning, principles of anti-bias curriculum, and design and organization of the learning environment to support positive relationships among children and adults and to promote learning will be examined. The course will also explore implications on development and learning of diverse learners, including children who are gifted and those with disability conditions, and the resultant curricular and environmental modifications and specialized instructional strategies, including assistive technologies (as specified on IEPs) necessary to accommodate learners with a range of learning and developmental



needs in inclusive early childhood Pre-K-3rd grade settings. Throughout the course, students will examine appropriate software and access the Internet/other media for curriculum ideas and resources (to be included also within activity/ lesson implementation in the field). Prerequisites: A 3.0 GPA, C- or higher in PSY 101, EDU 321, 322, 323. Co-requisite: EDU 344 (ERL). (Fall and Spring)

**347. Reading to Learn in the Content Area: Multi-Age (W)** (3 sem. hrs.). Emphasis on helping students process and learn from content materials, including understanding text structure, vocabulary development, comprehension strategies, and use of strategies specific to teaching music, health, physical education, and foreign language. Focus will be on reading to learn for ages 5-21. This course is taken by all Multi-Age Licensure Candidates. Prerequisites: Junior Status, Minimum GPA 3.0 to enroll, EDU 220, EIS 265; COM 100; ENG 101. (Fall only)

**350. Reading to Learn in the Content Area—Middle and AYA (W)** (3 sem. hrs.). Emphasis on helping students process and learn from content materials, including understanding text structure, general and specific vocabulary development, comprehension strategies, language acquisition, dialects, usage, purposes of language, forms of discourse, research in reading, study skills, test taking, assessment and evaluation. Focus will be on reading to learn. Additional emphasis on developing integrated instructional units linking content areas. Students will be expected to use the Internet to locate adolescent literature for each content area and materials/programs to enhance their instruction. Ohio's Language Arts Model will be used to plan and implement instruction. (Field experience required). This course is taken by Middle Childhood Majors, AYA Majors and Intervention Specialist Candidates seeking Middle or AYA Licensure. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220; COM 100; ENG 101. Co-requisites: Taken concurrently with one of the following by AYA Majors: 366, 376, 386, 396; with 375 and two of the following by Middle Childhood Majors: 360, 373, 380, 390. (Spring only)

**360. Language Arts in Middle School** (3 sem. hrs.). Emphasis will be on methods and materials used to teach language arts in grade 4-9. Specific content includes language acquisition, the history of language, English grammar, dialects, levels of usage, purposes of reading, writing, listening, and speaking, and the ways readers respond to literature. A wide variety of literature will be read. With regard to writing, the composing process, forms of writing, and purposes for writing will be covered. Students will also learn how to plan and teach language arts lessons, including writing objectives, choosing instructional strategies and materials, grouping students, applying research findings, and assessing diverse learners. Students will have a middle school field placement. The use of computers to enhance teaching units, locate materials, etc., will be stressed. The Ohio Language Arts Model will be emphasized. Prerequisites: 3.0 GPA, Junior status, C- or higher in PSY 101, EDU 220, EIS 265, EDU 230 and EIS 285. Co-requisite: EDU 350, 375 and one of the following: 373, 380 or 390. (Spring)

**366. Methods in English** (3 sem. hrs.). This course will cover both the content to be taught and the pedagogy of teaching English in Adolescent to Young Adult classrooms, including but not limited to: selecting and using materials for diverse learners and learning styles, applying the knowledge base to the language arts, using the Ohio Language Arts Model to frame instruction and assessment, and designing, implementing, interpreting, and reporting on assessment. Students will also become aware of sources of adolescent literature by diverse writers, study the forms of oral and written discourse and their place in the English classroom and learn how to help students read for different purposes and respond to literature. Students will plan and implement lesson and unit plans. Finally, attention will be given to the nature of language and theories of language acquisition. (Field experience required.) Prerequisite: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265; Co-requisite: EDU 350. (Spring)

**373. Social Studies in the Middle School** (3 sem. hrs.). Methods encouraging concept and generalization development through active participation will be the major focus. The Ohio Social Studies Model provides guidance in what concepts, generalizations, and skills will be developed. Emphasis will be upon developing citizenship skills. Short and long range lesson planning will be developed. Students will be encouraged to use technology to enhance both planning and instructional phases. (Field experience required.) Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265, EDU 230 and EIS 285. Co-requisites: EDU 350, 375 and one of the following: 360, 380, or 390. (Spring)

**375. The Middle School** (2 sem. hrs.). Develops the idea of “community” by encouraging students to actively work in various “in and out-of-school” programs unique to this level, grades 4 through 9. Program development, participation, and evaluation are key components of this course. May include participation in the following: clubs, intramurals, mini-courses, guidance programs, parent organizations, sports and activity groups. This course is part of a block, which requires daily work in a school. Taken concurrently with EDU 350 and two of the following: 360, 373, 380 or 390. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265, EDU 230 and EIS 285. (Spring)

**376. Methods in Social Studies** (3 sem. hrs.). Study of methods appropriate in social studies classes grades 7-12 using the standards of NCSS (National Council of the Social Studies). Field based experience is required. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265; Co-requisite: EDU 350. (Spring)

**380. Math in the Middle School** (3 sem. hrs.). Focus is upon methods and techniques of teaching math concepts and skills in grades 4 through 9. Emphasis is upon building positive attitudes toward math, on-going formal and informal pupil assessment and the use of active hands-on participation. The Ohio Math Model will provide the concepts and skills for the method development. Short and long-range planning along with the use of materials and technology will be covered. Research of related professional literature is included. (Field experience required.) Prerequisites: 3.0 GPA, Junior level, C- or higher in PSY 101, EDU 220, EIS 265, EDU 230, and EIS 285. Co-requisite: EDU 350, 375 and one of the following: 360, 373 or 390. (Spring only)

**386. Methods in Mathematics** (3 sem. hrs.). A study of methods appropriate for teaching mathematics to adolescents through young adults. A variety of pedagogies are covered. These include collaborative learning, technology, classroom discourse, connections to other disciplines and between mathematical topics, discovery through investigations, and writing to learn. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265; Co-requisite: EDU 350. (Spring)

**390. Science in the Middle School** (3 sem. hrs.). The study of curriculum and methods for teaching science in the middle school, encompassing grades 4-9. A science unit plan is required and students will be expected to teach one or more lessons from the plan during the field experience component of the course. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265, EDU 230 and EIS 285. Co-requisite: EDU 350, 375 and one of the following: 360, 373, 380. (Spring)

**396. Methods in Science** (3 sem. hrs.). The study of curriculum and methods for teaching science in grades 7-12, ages 12-21. A science unit plan is required and students will be expected to teach one or more lessons from the plan during the field experience component of the course. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 220, EIS 265. Co-requisite: EDU 350. (Spring)

**397, 398. Individual Studies in Education** (1-3 sem. hrs.). Individual research and field studies in areas such as remedial reading, comparative education, gifted/talented, post-secondary education, special education and experimental approaches to instruction and learning. Each study is subject to the approval of the departmental head. May be scheduled for a maximum of six hours per semester. Prerequisite: C- or higher in PSY 101. (Every year)

**400. Curriculum/Organization of Schools** (2 sem. hrs.). Students will become familiar with state curriculum models, how curriculum develops/changes, and how schools are organized for instruction. Overview of curriculum and organization of schools. (Middle Childhood, AYA, and Multi-Age). Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU whichever of the following apply to licensure area: EDU 350, 360, 373, 375, 380, 390 for Middle Childhood; 350, 366, 376, 386, 396 for AYA; MUS 373, 374 for Music; HPE 322 or 343 for HPE; EDU 336 and academic year abroad for Spanish and German. Co-requisites: 427, 428, 429, or 430. (Fall and Spring)

**414. Diagnosis of Reading Difficulties** (3 sem. hrs.). Education 414 focuses on the skills and knowledge that classroom teachers need to be able to diagnose students' reading difficulties. Reading strategies for struggling readers will be a component of this course. Additionally, the course will provide students with the opportunity to plan/implement a remedial program that is appropriate for a disabled reader. A case study approach will be used and students will receive ample opportunities to apply the skills learned. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 230, EIS 285. Pre- or co-requisite: EDU 344 or 350. (Fall and Spring)

**416. Seminar in Education** (2 sem. hrs.). Designed to provide students the opportunity to discuss and reflect upon their experiences in students teaching as they assume the role of teacher and to integrate the principles of teaching with previous course work, clinical and field experiences. Focus will be upon sharing and problem solving in relation to issues including but not limited to, classroom management, professionalism, planning, instruction, organization, job procurement, and legal aspects. Research of related professional literature is included. Prerequisites: 3.0 GPA, C- or higher in PSY 101 and whichever of the following courses apply to licensure area: EDU 344, 345 (Early); 350, 360, 373, 375, 380, 390 (Middle); 366, 376, 386, 396 (AYA); MUS 373, 374 (Music); HPE 322 or 343 (HPE); EDU 336 and academic year abroad (Spanish and German). Taken concurrently with EDU 426, 427, 428, 429 or 430. (Fall and Spring)

**425. Multicultural Literature** (3 sem. hrs.). This course will examine the use of multicultural children's literature in early and middle childhood classrooms, to promote cultural understanding and affirm the value of diversity in a global society. There will be a strong emphasis on the selection of authentic literature which presents an accurate portrayal of various ethnic groups including but not limited to, African-American, Latino, Asian, and Native American cultures. Theoretical and historical perspectives of multicultural literature, as well as current trends, issues, and controversies will be explored. Open to all Junior and Senior undergraduates and all graduate students. (Spring and Summer)

**426. Student Teaching (Early Childhood)** (4 or 8 sem. hrs.). Placement with a qualified teacher and university supervisor in an appropriate classroom setting\* for a minimum of 12 consecutive, full weeks. NOTE: When early childhood major is double majoring with intervention specialist major, this course will be reduced to 4 hours and will be for a minimum of 6 consecutive, full weeks. Actual participation in classroom activities on a daily basis is the emphasis. Planning, organizing, instruction, and evaluating are key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Senior level only. No other course work is to be taken during the Senior Block and the 12 consecutive, full weeks of student teaching. \*Appropriate classroom setting is defined as one that meets the learned society guidelines for early childhood. The early childhood candidate is required to have experience with both pre-school youngsters and primary level youngsters in an inclusive setting. Placement will be dependent upon a student's prior field experiences in EDU 345. Prerequisites: 3.0 GPA, C- or higher in PSY 101 and EDU 344, 345. Co-requisites: EDU 416, EIS 379, 468. (Fall and Spring)

**427. Student Teaching (Middle Childhood)** (4 or 8 sem. hrs.). Placement with a qualified teacher and university supervisor in an appropriate classroom setting\* for a minimum of 12 consecutive, full weeks. NOTE: When middle childhood major is double majoring with intervention specialist major, this course will be reduced to 4 hours and will be for a minimum of 6 consecutive, full weeks. Actual participation in classroom activities on a daily basis is the emphasis. Planning, organizing, instruction, and evaluating are

key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Senior level only. No other course work is to be taken during the Senior Block and the 12 consecutive, full weeks of student teaching. \*Appropriate classroom setting is defined as one that meets the learned society guidelines for middle childhood. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 350, 375 and whichever two courses apply to area of licensure; EDU 360, 373, 380, 390; COM 100; ENG 101. Co-requisites: EDU 400, 416; EIS 379, 468. (Fall and Spring)

**428. Student Teaching (Adolescent-Young Adult)** (4 or 8 sem. hrs.). Placement with a qualified teacher and university supervisor in an appropriate classroom setting\* for a minimum of 12 consecutive, full weeks. NOTE: When adolescent-young adult major is double majoring with intervention specialist major, this course will be reduced to 4 hours and will be for a minimum of 6 consecutive, full weeks. Actual participation in classroom activities on a daily basis is the emphasis. Planning, organizing, instruction, and evaluating are key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Senior level only. No other course work is to be taken during the Senior Block and the 12 consecutive, full weeks of student teaching. \*Appropriate classroom setting is defined as one that meets the learned society guidelines for the adolescent to young adult licensure areas. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 350 and whichever course applies to area of licensure: EDU 366, 376, 386, 396; COM 100; ENG 101. Co-requisites: EDU 400, 416; EIS 379, 468. (Fall and Spring)

**429. Student Teaching (Intervention Specialist)** (4 sem. hrs.). Placement with a qualified teacher and university supervisor in an appropriate classroom setting\* for a minimum of 6 consecutive, full weeks. (Student will be placed in other area of licensure classroom for an additional 6 weeks.) Actual participation in classroom activities on a daily basis is the emphasis. Planning, organizing, instruction, and evaluating are key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Senior level only. No other course work is to be taken during the Senior Block and the 12 consecutive, full weeks of student teaching. \*Appropriate classroom setting is defined as one that meets the learned society guidelines for intervention specialist (mild-moderate). Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 344, 345 (Early); 350, 375 and whichever of the following apply to licensure area: 360, 373, 380, 390 (Middle); 366, 376, 386, 396 (AYA). Co-requisites: EDU 400 (For all but Early), 416; EIS 468 and EIS 471. (Fall and Spring)

**430. Student Teaching (Multi-Age)** (4 or 8 sem. hrs.). Placement with a qualified teacher and university supervisor in an appropriate classroom setting\* for a minimum of 12 consecutive, full weeks. NOTE: When multi-age major is double majoring with intervention specialist major, this course will be reduced to 4 hours and will be for a minimum of 6 consecutive, full weeks. Actual participation in classroom activities on a daily basis is the emphasis. Planning, organizing, instruction, and evaluating are key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Senior level only. No other course work is to be taken during the Senior Block and the 12 consecutive, full weeks of student teaching. \*Appropriate classroom setting is defined as one that meets the learned society guidelines for multi-age. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EDU 347 (All); A grade of "P" in MUS 092, Piano Proficiency, (MUS 373, 374 (Music); HPE 322 or 343 (HPE); EDU 336 and academic year abroad (Spanish and German); COM 100; ENG 101. Co-requisites: EDU 400, 416; EIS 379 (except Multi-Age Health/Physical Education), 468. (Fall and Spring)

### **EIS-Intervention Specialist Licensure**

**265. Diversity in Today's Schools** (G) (3 sem. hrs.). This course is designed to introduce preservice, teacher-education students to an educational system that takes full advantage of the cultural, racial, societal, economic and academic diversity in today's schools. The demographics, characteristics, methods and materials of informal and formal diagnosis, assessment and teaching of "exceptionality," including cultural, racial, societal, economic and academic diversity present in today's schools and the wider society. Implications for educational (a) philosophy (b) theory, (c) policy and (d) practice will be discussed. Class participants will be required to reflect on, develop and communicate professional and personal perceptions concerning diversity at each of these levels. Prerequisites: 2.5 GPA, C- or higher in EDU 110 or MUS 110; PSY 101. (Fall and Spring)

**266. Education Camp Clinical Experience** (G) (0 sem. hrs.). One week residential camp counseling experience with diverse students. To be completed by all Education Majors. Taken concurrently with or following EIS 265. Prerequisite: 2.75 GPA, C- or higher in EDU 110, 115; PSY 101. (Fall and Spring)

**272. Individuals with Diverse Educational Needs** (3 sem. hrs.). The art and science of teaching exceptional individuals, ages 5-21, with exceptional needs in both school and society will be explored through reading, and self-awareness activities. An examination of the principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs in both school and society. Students will use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education. A wide variety of pedagogical methods, procedures and practices will be introduced, critiqued and reviewed by the class participants. Prerequisite: 2.75 GPA, C- or higher in EDU 110, 115; PSY 101. (Spring)

**273. Behavior Modification** (3 sem. hrs.). Theoretical formulation and practical applications of behavioral techniques, especially as they apply to managing and modifying child behavior in the home and classroom. Theoretical formulation and practical applications of behavioral techniques, especially as they apply to

managing and modifying child behavior in the home and classroom. Prerequisites: 2.75 GPA, C- or higher in EDU 110, 115, and PSY101. Taken concurrently with EIS 272. (Spring Only)

**285. Phonics/Word Identification** (3 sem. hrs.). Rationale and approaches for teaching phonics will be emphasized as will stages in decoding, phonic elements, phonemic awareness, instructional strategies, and scope and sequence of phonics instruction. Other word identification strategies to be taught include context clues, sight words, and structural and morphemic analysis. Appropriate use of software to enhance and support strategies and skills will be examined. Assessment and evaluation of word identification strategies will be targeted. Required field experience. Prerequisites: 2.75 GPA, C- or higher in PSY 101, EDU 220, Co-requisite: EDU 230. (Fall and Spring)

**320. Family Systems/Social Issues in Early Childhood** (3 sem. hrs.). Emphasis on the role of the family and other social systems involved in the care and development of the young child. Emphasis on understanding the child in the context of the family, culture, and society. Develops the idea of respect for diversity and anti-bias approaches. Includes also awareness of public policy and advocacy issues in relation to young children and their families. The development of effective interpersonal skills in working with families and roles of collaborative team members are emphasized. Research of literature included. Students must also become familiar with resources within the immediate community and beyond which support families and children. Students will be expected to use the Internet to examine public policy issues and resources relevant to young children and their families. Prerequisites for Licensure Candidates: 3.0 GPA, junior status, and C- or higher in both PSY 101 and EDU 230. Prerequisites for all other students: 3.0 GPA, junior status, and PSY 206. (Fall and Spring)

**350. Curriculum and Methods for Mild/Moderate Disabilities** (3 sem. hrs.). Examination of curricular accommodations and adaptations as well as instructional strategies, methods and materials related to development in the following areas: academic, social, career/vocational and life skills. Adapting instruction for students with special needs in the regular education setting will be addressed. Appropriate field based experience is required. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EIS 265, 272. Co-requisite: 361. (Fall)

**361. Reading and Language Arts Methods for Mild/Moderate Disabilities** (3 sem. hrs.). Accommodation and adaptation of curriculum method and materials for instruction of reading and language arts with emphasis on the use of oral and written communication skills with practical applications to everyday living experiences. Appropriate field based experience is required. Prerequisites: 3.0 GPA, C- or higher in PSY 101, EIS 265, 272. Co-requisite: 350. (Fall)

**379. Prescriptive Assessment and Diagnosis** (2-3 sem. hrs.). Principles and procedures of assessment used in the identification of disabilities and the prescription of remedial techniques for all students. Students are expected to select and administer and interpret various formal and informal assessment instruments. Particular emphasis is placed upon the use of the assessment data in the planning of educational services for students with mild/moderate educational needs. Discussion of alternative assessment options will be integrated throughout the curricula of this course. Appropriate clinical/field experience is required. Basic inferential statistical concepts will be introduced and reviewed in the initial 5 weeks of this course. Prerequisites: Junior standing for EIS Licensure and taken prior to Senior Block for 3 sem. hrs; 3.0 GPA, C- or higher in PSY 101, EDU 220 and 300-level courses (some multiage excepted). Taken concurrently with Senior Block for 2 sem. hrs. by Early (426), Middle (427), AYA (428) and Multi-Age (430) (except HPE). For ISP, taken Fall of junior year with EIS 350 and 361.

**468. Communication and Collaborative Partnerships** (2 sem. hrs.). Stresses the importance and benefits of positive interaction with students, parents, school and community personnel. Methods of encouraging and assisting families to be active participants in the educational team will be addressed. Emphasis is also placed on integrating students into various learning environments by using collaborative strategies such as team teaching, peer tutoring and use of aides and volunteers. Taken concurrently with EDU 416 and one of the following: 426, 427, 428, 429, or 430. Prerequisite: 3.0 GPA, C- or higher in PSY 101 and whichever of the following courses apply to licensure areas: EDU 344, 345 (Early); 350, 360, 373, 375, 380, 390 (Middle); 366, 376, 386, 396 (AYA); MUS 373, 374 (Music); HPE 322 or 343 (HPE); EDU 336 and academic year abroad (Spanish and German). (Fall and Spring)

**471. Career/Vocational Development and Life Skills** (2 sem. hrs.). Emphasis is on the planning and development of career, vocational and daily living skills needed by individuals with mild/moderate educational needs as they prepare for and make the transition from school to post-secondary education, work and community. Appropriate curriculum, methods, materials and techniques are addressed. Taken concurrently with EDU 416, 429 and EIS 468. Prerequisite: 3.0 GPA, C- or higher in PSY 101, EIS 350, 361, 379. (Spring)

**473. Issues and Practices in Special Education** (2 sem. hrs.). Various timely topics will be addressed such as legal and policy issues affecting the rights and responsibilities of parents, students and educators, trends in service delivery options and current relevant research. Prerequisite: 3.0 GPA, C- or higher in PSY 101, EIS 350, 361 and 379.

## **ELI-English Language Institute**

**011. Level I: Low-Intermediate Level Speaking and Listening** (3 sem. hrs.). Instruction in communicative competence needed for everyday living and academic life: conversation, role-playing, oral presentation and listening skills, learning and practicing syntactic patterns of speech. Four 1-hour class sessions per week.

**012. Level II: Intermediate Level Speaking and Listening** (3 sem. hrs.). Instruction in communicative

competence needed for academic life and academic coursework: conversation, discussion, role-playing, oral presentation and listening skills. The laboratory is a pronunciation workshop which concentrates on hearing and producing American English sounds and on learning and practicing syntactic patterns of speech. Four 1-hour class sessions per week.

**031. Level I: Low-Intermediate Level Reading** (3 sem. hrs.). Instruction and practice of reading strategies: previewing, questioning, reciting, and vocabulary development. Development of text comprehension include skills such as guessing vocabulary meaning, determining fact from opinion and understanding inferred meaning. Four 1-hour class sessions per week.

**032. Level II: Intermediate Level Reading** (3 sem. hrs.). Instruction and practice of reading strategies: previewing, questioning, reciting and vocabulary development. Development of text comprehension include skills such as guessing vocabulary meaning, prediction, determining fact from opinion, inference, summary. Four 1-hour class sessions per week.

**041. Level I: Low-Intermediate Level Writing** (3 sem. hrs.). Instruction and practice in basic writing processes: pre-writing, outlining, drafting and editing. Course focuses on paragraph structure and small essays, and includes journal writing, grammar reinforcement, and vocabulary development. The writing laboratory is designed to give the student the opportunity to practice writing and complete the class assignments. Laboratory work includes one weekly training session in computer keyboard and word processing. Four 1-hour class sessions per week.

**042. Level II: Intermediate Level Writing** (3 sem. hrs.). Practice in basic writing processes: pre-writing, outlining, drafting, editing, and instruction and practice of various types of development, such as narrative, comparison/contrast and classification. Course focus is on essay writing, and includes journal writing, grammar reinforcement and vocabulary development. Three 1-hour class sessions per week, plus one hour consultation per week.

**051. TOEFL Preparation Level I** (3 sem. hrs.). Instruction in test-taking strategies for all sections of the TOEFL, with an emphasis on the listening comprehension and sentence structure portions of the test. Two 1-1/2 hour class sessions per week.

**052. TOEFL Preparation Level II** (3 sem. hrs.). Instruction in test-taking strategies for all sections of the TOEFL, with an emphasis on reading comprehension and vocabulary development. Two 1-1/2 hour class sessions per week.

**070. Special Topics for ESL** (3 sem. hrs.). The topics concern areas not commonly stressed in other department courses. The course will be offered in response to student demand and within the confines of faculty time. Five 1-hour class sessions per week.

**130. Level III: Academic Skills: High-Intermediate Speaking and Listening** (3 sem. hrs.). Instruction in communicative competence needed for academic life and academic coursework: conversation, discussion, role playing, oral presentation, listening skills, and learning and practicing syntactic patterns of speech. Four 1-hour class sessions per week.

**131. Level III: Academic Skills: Study Skills Advanced Level** (3 sem. hrs.). Instruction in learning strategies and study skills used in academic classes such as time management, reading strategies, textbook annotation, outlining, note taking, etc. Three 1-hour class sessions per week.

**132. Level IV: Academic Skills: Advanced Speaking and Listening** (3 sem. hrs.). Instruction in listening and speaking skills needed for academic coursework, such as note taking from lectures, oral presentation and discussion and asking questions. Strategies for improving such skills are developed through a content-based approach, using guest speakers, current events and other material appropriate to academic study. Four 1-hour class sessions per week.

**133. Level IV: Academic Skills: Study Skills 2** (3 sem. hrs.). Instruction in learning strategies and study skills used in academic classes with an emphasis on reading news and current events, critical thinking skills, and integrated skills (reading, listening, and writing). Prerequisite: ELI 131 or by permission of instructor. Three 1-hr. class sessions per week.

**141. Level III: Academic Skills: High-Intermediate Level Writing** (3 sem. hrs.). Instruction in writing for academic purposes. Includes prewriting, drafting, revising, vocabulary development and grammar reinforcement. The course focuses on the essay, short paper and accompanying research. The writing laboratory is designed to give the student the opportunity to practice writing and complete the class assignments. Computer word processing is included in the laboratory sessions. Prerequisite: ELI 041 and ELI 042, or permission of the HELI Director in conjunction with the HELI Placement Committee. Three 1-hour class sessions per week, plus one hour consultation per week.

**142. Level IV: Academic Skills: Advanced Level Writing** (3 sem. hrs.). Instruction in writing skills and processes needed for academic class work. Includes prewriting, drafting and revising of the essay, vocabulary development and grammar reinforcement. The course focuses on essay and paper writing, and includes a research paper as part of the final requirement. The writing laboratory is designed to give the student the opportunity to practice writing and complete the class assignments. Computer word processing is included in the laboratory sessions. Prerequisite: ELI 141, or permission of the HELI Director in conjunction with the HELI Placement Committee. Three 1-hour class sessions, plus one hour consultation per week.

## ENG–English

- 100. College Writing I** (3 sem. hrs.). Instruction and practice in developing basic college-level writing skills. Course restricted to freshman and sophomore students or by departmental permission. (Fall)
- 101. College Writing II** (3 sem. hrs.). Instruction and practice in writing varieties of expository prose. (Fall)
- 102. Literary Genres** (R)(H) (3 sem. hrs.). Study of techniques of literary analysis applied to the major genres: fiction, poetry and drama; and practice in writing the critical paper. Required of all majors. Receiving Advanced Placement credit for ENG 102 does not include credit for or exemption from ENG 101. Prerequisite: ENG 101. (Spring)
- 151. Literary Theme: The Individual Versus Society** (R)(W)(H) (3 sem. hrs.). The examination—in reading, writing and speaking—of a theme of perennial importance in world and U.S. literature. Recommended as partial fulfillment of Heidelberg’s Humanities requirement. (Fall of even-odd years)
- 152. Literary Theme: Literature Into Film** (R)(W)(H) (3 sem. hrs.). Exploration of works of literature which have been adapted for film. After reading and analyzing the literary texts, we will examine the film adaptations of each work. The reading list will include the genres of drama, the short story, and the novel. Students will gain insight into the creative processes of writing and film making and a greater appreciation of how the written word morphs into a visual art form. Recommended as (Fall of even-odd years)
- 153. Literary Theme: Fantasy** (R)(W)(H) (3 sem. hrs.). The examination—in reading, writing and speaking—of the theme of fantasy in world and U.S. literature. Will include study of classic and contemporary fantasy literature, along with works pushing the edges of the genre. (Fall of odd-even years)
- 154. Literary Theme: Identity and Culture** (R)(W)(H)(G) (3 sem. hrs.). The examination—in reading, writing and speaking—of a prominent theme in contemporary world literature. (Fall of odd-even years)
- 205. Literature of the Ancient World** (R)(H) (3 sem. hrs.). Study of biblical, classical and medieval works with focus on such genres as the comedy, the epic, and the tragedy. Open to all upper-class students and selected first-year students (English majors, honors students and students who have completed a previous English course). (Fall of even-odd years)
- 206. Literature of the Modern World** (R)(H) (3 sem. hrs.). Study of literature from ethnic, multi-cultural and global traditions. (Fall of odd-even years)
- 210. Creative Writing** (F) (3 sem. hrs.). The study and creation of short fiction and poetry. Prerequisite: Successful completion of or exemption from ENG 101 and sophomore standing or above. (Fall and Spring)
- 213. Intermediate Writing** (W) (3 sem. hrs.). Additional instruction and practice in writing varieties of expository prose, with particular emphasis on critical and disciplinary writing. Prerequisite: ENG 101. (Spring of odd-even years)
- 221. English Literature to 1798** (R)(H) (3 sem. hrs.). Study of the literature of England in the Medieval age, the Renaissance and the Neoclassical period. (Fall of even-odd years)
- 222. English Literature, 1798 to the Present** (R)(H) (3 sem. hrs.). Study of the literature of England in the Romantic Age, the Victorian period and the 20th century. (Spring of even-odd years)
- 231. American Literature to 1860** (R)(H) (3 sem. hrs.). Examination of the literature of the colonial and romantic periods. Students with credit for ENG 321 will not also receive credit for 231. (Fall of odd-even years)
- 232. American Literature, 1860 to the Present** (R)(H) (3 sem. hrs.). Study of writers beginning with the Realistic and Naturalistic periods. Students with credit for ENG 322 will not also receive credit for 232. (Spring of odd-even years)
- 291. Introduction to Literary Theory** (R)(W)(H) (3 sem. hrs.). Introduction to the writing, theory and research practiced by academic scholars in literary studies. Includes study of academic standards, professional secondary source materials, and research resources. Required of all English majors and minors. The student must be an English major or minor who has completed 6 hours in English beyond 101. (Spring) Prerequisites: COM 100; ENG 101. This course fulfills the junior written and oral requirements for both literature and writing majors. The English department strongly recommends that students complete ENG 291 before attempting 300-level literature courses.
- 300. Special Topics in Literature** (3 sem. hrs.). Selected topics in literature and literary criticism. This course may be repeated once with a different subtitle. Prerequisite: Any college level literature course.
- 306. African American Literature** (R)(W)(H) (3 sem. hrs.). Survey of varied African-American oral and written texts, including drama, fiction, personal narrative, poetry, and musical forms. Prerequisite: Any college-level literature course. (Spring of odd-even years)
- 307. Literature by Women** (R)(W)(H)(G) (3 sem. hrs.). Study of literature written by women from North America and around the globe. Prerequisite: Any college-level literature course. (Spring of even-odd years)
- 310. Special Topics in Writing and Language** (3 sem. hrs.). Selected topics in writing and language study. This course may be repeated once with a different subtitle. Prerequisite: ENG 101.
- 311. Advanced Poetry Writing** (F) (3 sem. hrs.). Creation and critique of the lyric poem. Includes the workshopping of student poems. Prerequisite: ENG 210. (Spring of even-odd years)
- 312. Advanced Fiction Writing** (F) (3 sem. hrs.). Creation and critique of fiction. Includes the workshopping of student narratives. Prerequisite: ENG 210. (Spring of odd-even years)

- 313. Technical Writing (W)** (3 sem. hrs.). Study of and practice in writing for business and industry. Topics include memos, letters, proposals, progress reports, recommendation reports, professional articles and popular articles. Prerequisites: Completion of or exemption from ENG 101 and junior standing or above. (Fall)
- 330. Studies in the Novel (R)(W)(H)** (3 sem. hrs.). Examination of the novel as a world genre, including such writers as Atwood, Dostoyevsky, Faulkner, Hesse, and Woolf. This course may be repeated once with a different subtitle. Prerequisite: Any college-level literature course. (Fall of even-odd years)
- 340. Major World Author (R)(W)(H)(G)** (3 sem. hrs.). Focused study of a single world author, beginning with the Ancients through the Contemporary period. This course may be repeated once with a different subtitle. Prerequisite: Any college-level literature course. (Fall of odd-even years)
- 346. Shakespeare (R)(H)** (3 sem. hrs.). Study of several Shakespearean plays. Prerequisite: Sophomore standing or above. (Fall of even-odd years)
- 350. Studies in British Literature (R)(W)(H)** (3 sem. hrs.). Focused study of a period, movement, genre, or author in British Literature. This course may be repeated once with a different subtitle. Prerequisite: Any college-level literature course. (Fall of odd-even years)
- 355. Studies in American Literature (R)(W)(H)** (3 sem. hrs.). Focused study of a period, movement, genre, or author in American Literature. This course may be repeated once with a different subtitle. Prerequisite: Any college-level literature course. (Spring of even-odd years)
- 360. Studies in World Literature (R)(W)** (3 sem. hrs.). Focused study of a period, movement, genre, or problem in World Literature. This course may be repeated once with a different subtitle. Prerequisite: Any college-level literature course. (Spring of odd-even years)
- 369. Practicum (1-3 sem. hrs.)**. An on-campus work experience involving research and writing, supervised by a faculty member of the English Department. Students may earn no more than 6 hours credit. Permission of the English Department Chair required for registration. (Fall and Spring)
- 370. Internship (1 to 15 sem. hrs.)**. Prerequisite: Departmental permission required.
- 371, 372. Independent Study (1-3 sem. hrs.)**. Before registration, the student must have the consent of an English professor/supervisor and junior standing or above.
- 471, 472. Independent Study (1-3 sem. hrs.)**. Before registration, the student must have the consent of an English professor/supervisor and senior standing.
- 475, 476. Honors Course (3 sem. hrs.)**. See Departmental Honors, described elsewhere in this catalog. The student must be an English major who has completed 21 hours in English beyond 101.
- 491. Senior Seminar in Literature (R)(W)(H)** (3 sem. hrs.). The Capstone Course for Literature majors. Study of literary theory. Required of all literature-concentration majors. The student must be an English major who has completed 18 hours in English beyond 101 and including 291. To be eligible to take Senior Seminar, the student must be an English major who has achieved a grade of C- or better in at least 18 hours of English courses (including ENG 291) beyond ENG 101; and COM 100. (Fall)
- 492. Senior Seminar in Writing (W)** (3 sem. hrs.). The Capstone Course for Writing majors. Theory and practice of writing; creation of writing portfolio. Required of all writing-concentration majors. Prerequisites: To be eligible to take Senior Seminar, the student must be an English major who has achieved a grade of C- or better in at least 18 hours of English courses (including ENG 291) beyond ENG 101; and COM 100. (Fall)

## **ENS-Environmental Science**

- 101. Introduction to Environmental Science (N)** (3 sem. hrs.). An introduction to the relationships between air, soil, water, rock, and life, with emphasis on human interactions in these systems, and how society deals with the major environmental concerns: population growth, air and water pollution, wastes, loss of wildlife, fuel and mineral resources, climate change. Students will develop skills in observation, scientific method, and critical scientific inquiry. Students electing this course to meet their General Education requirement for laboratory science must take both ENS 101 and ENS 101L in the same semester. (Fall and Spring)
- 101L. Environmental Science Laboratory (L)** (1 sem. hr.). This course is the laboratory complement to ENS 101 Introduction to Environmental Science. The weekly exercises allow students to more fully explore some of the important concepts discussed in the lecture. The laboratory must be taken concurrently with ENS 101. One 2-hour lab each week. (Fall)
- 300. Issues in Environmental Science (R)(W)** (3 sem. hrs.). Students will improve their written and oral communication skills by investigating topical and current issues in environmental science. Instructors will emphasize relationships between traditional academic fields for concerns related to population growth, natural hazards, and pollution and waste in the bio-, hydro-, litho-, and atmospheres. Topics will focus on areas of student interest in preparation for research and internship experiences. This course satisfies the junior level discipline specific communication requirement for all ENS majors. Prerequisites: ENG 101; ENS 101, BIO 124, COM 100; GEO 101, CHM 111, PHY 101. (Fall)
- 369. Environmental Law and Regulations (R)(W)** (3 sem. hrs.)
- 370. Internship in Environmental Science (W)** (1-4 sem. hrs.). This course gives junior and senior Environmental Science majors an opportunity for academically related work experience outside the usual university environment. The internship should enhance the student's intellectual development through the application of knowledge. The program may not be totally observational. Supervised site and schedule must be determined by the student with ENS committee approval. Prerequisites: ENS 392 or approval of the ENS

committee. (Fall and Spring)

### **FIN–Finance**

**301. Corporate Finance** (3 sem. hrs.). Introduction to a variety of techniques and applications of modern financial theory to the main decisions faced by the financial manager. Fundamentals of financial analysis, working capital management, capital budgeting, and investment and financing decisions. Prerequisite: Junior standing. ACC 201, ECO 251, ECO 252, MTH 115, 210, ENG 101, COM 100, with a C- or better in each class; or ACC 201, ECO 251, 252, MTH 115, 210, ENG 101, COM 100, and HPE 230; or ACC 201, ECO 251, 252, MTH 115, 210, ENG 101, COM 100, and MED 212. Students with BAE 354 credit will not receive additional credit for this course. (Fall)

**330. Intermediate Corporate Finance** (3 sem. hrs.). The application of financial theory to corporate finance. Prerequisite: Declaration of any business concentration or the no concentration option, completion of FIN 301 with a C- or better. (Spring)

**350. Financial Markets and Institutions** (3 sem. hrs.). A detailed examination of financial markets and the institutions that operate within them. Topics covered include a survey of various financial intermediaries and the important impact they have on level of aggregate economic activity, fund flows, structure of markets, and the management of financial institutions. Prerequisite: Declaration of any business concentration or the no concentration option, and Junior standing. (Fall)

**430. Investments** (3 sem. hrs.). An introduction to the basic principles and fundamentals of investments necessary to appraise the risk–return profile, valuation, and suitability of securities for investment. Prerequisite: Declaration of any business concentration or the no concentration option. Completion of FIN 301 with a C- or better. (Spring)

### **FRN–French**

**101-102. Elementary French** (3 sem. hrs.). This course introduces students to the basic structures and vocabulary of the French language, including colloquial French expressions, as well as culture. All four skills are addressed: listening, speaking, reading and writing. French 101 is for students with no previous training in French; 102 is for students who have completed 101 or one year of high school French. (Every year)

**201-202. Intermediate French** (3 sem. hrs.). This course continues the study of French language and culture. A grammar review is included. Prerequisite: French 102 or two years of high school French. (Every year)

### **FSC–Forensic Science**

**FSC 101. Introduction to Forensic Science (N)** (3 sem. hrs.). A survey of the field of Forensic Science—the application of science to the law. Topics include a discussion of forensic science careers and their relationship to the legal system. Additionally crime scene collection and analysis of physical, biological, and chemical evidence will be discussed. Lecture and lab must be taken together. No prerequisites. (Fall and Spring)

**FSC 101L. Laboratory Studies in Forensic Science (L)** (1 sem. hr.). Students will explore some of the concepts discussed in lecture and will gain hands-on laboratory experience related to forensic science. This lab course can only be taken concurrently with FSC 101. One two-hour lab per week. (Fall and Spring)

### **GEO–Geology**

**101. Physical Geology (N)** (3 sem. hrs.). Comprehensive introductory course covering geological concepts including Earth materials and the processes that affect them. Survey of minerals, rocks, structures, plate tectonics, climatic processes, Earth history, and economic resources. Students electing this course to meet their General Education requirement for laboratory science must take both GEO 101 and GEO 101L in the same semester. Three lecture hours per week. (Fall and Spring)

**101L. Laboratory Studies in Physical Geology (L)** (1 sem. hr.). This course is the lab complement to GEO 101 Physical Geology. The weekly exercises allow students to more fully explore important concepts discussed in lecture and provide first-hand experience in Earth materials and how geologists use them. The laboratory must be taken concurrently with GEO 101. One 2-hour lab each week. (Fall and Spring)

**103. Introduction to Earth Science** (4 sem. hrs.). Comprehensive one-semester course for the liberal arts student desiring a reasonable knowledge of the principles of earth science. No previous background in science is assumed. Major topics include physical and historical geology, astronomy, meteorology and oceanography. Three lectures and one 2-hour laboratory period each week. (Offered Occasionally)

**104. Geology of National Parks** (3 sem. hrs.). Study of geological materials and processes responsible for the formation and evolution of landscapes found in the nation's parks and monuments. Survey of parks from each U.S. physiographic province. (Offered Occasionally)

**104L. Laboratory Studies of National Park Geology** (1 sem. hr.). This course is the lab complement to GEO 104 Geology of National Parks. The weekly exercises allow students to more fully explore important concepts discussed in lecture and provide first-hand experience in topographic and geologic map-reading. The laboratory must be taken concurrently with GEO 104. One 2-hour lab each week. (Offered Occasionally)

**113. Natural Resources** (3 sem. hrs.). A one-semester course for the liberal arts student desiring an introduction to world resources. No previous science background is assumed. Topics will include renewable and non-renewable energy sources, water, non-fuel minerals, economic and political issues and environmental issues. (Offered Occasionally)

**116. Weather and You** (3 sem. hrs.). A study of local and worldwide weather. Topics include atmospheric



measurements, weather observation, weather prediction, global energy budgets, climate patterns, climate change, and the rights and responsibilities of a citizen of planet earth concerning the atmosphere (e.g. the greenhouse effect and ozone layer depletion). (Offered Occasionally)

**201. Environmental Geology (N)** (3 sem. hrs.). Study of the relationships between humans, environment and geology. Ecosystems, geologic hazards, pollution, energy sources and the human interactions with the environment are stressed. Previous course in geology is recommended. (Spring)

**250. Geographical Information Systems** (4 sem. hrs.). This course introduces concepts and techniques of Geographic Information Systems/Sciences (GIS) using a computer-based, software-hardware platform capable of capturing, storing, displaying, manipulating, and analyzing any set of geo-referenced data (Geographical Information). (Spring of odd-even years)

**305, 306. Regional Field Geology** (1-2 sem. hrs.). Geology is studied by living and working in the natural environment. Students will complete exercises, record observations, and make presentations in the field. Travel and field studies will emphasize physiographic regions dissimilar to Ohio. Participation during a field excursion earns one hour, while design and completion of advanced studies can be pursued for an additional credit. Prerequisites: one Geology course and permission of the instructor. Fee required for participation.

**308. Surface Water Systems (Q)(R)** (4 sem. hrs.). Investigation of stream flow, flow frequency, river hydraulics, stream development, drainage system, sediment transport and storage, channel shape and stability, including applications of fluvial principles to river management. The course will be lecture-based with a lab and field component. Prerequisites: GEO 101, 101L, MTH 115 or 121 or placement into 222 or above (Fall of odd-even years)

**320, 321. Problems in Geology** (1-3 sem. hrs.). For students with special interests in independent study beyond the scope of existing courses or who wish to make use of Heidelberg's special resources, including library, museum, and surrounding geological terrain. Potential topics for study include earth history, mineralogy, petrology, and paleontology. Prerequisites: one GEO course and permission of the instructor. (Offered Occasionally)

**350. Soils and Groundwater (Q)** (4 sem. hrs.). Investigation of subsurface water-rock systems including weathering and development of soils, infiltration and flow in the unsaturated zone, and groundwater movement in aquifers. Course includes introduction of characterization of subsurface phenomena and introduction of groundwater flow characterization using models. The course will be lecture-based with a lab component. Prerequisites: GEO 101, 101L, MTH 115 or 121 or placement into 222 or above (Fall of even-odd years)

**390, 391. Independent Research** (1-3 sem. hrs.). Independent course featuring special laboratory and/or field work for advanced students. A formal written proposal describing the project and its expected completion schedule must be submitted prior to registration. Prerequisites: 6 credit hours in geology and permission of the instructor. (Fall and Spring)

## **GER-German**

**101-102. Introduction to German** (3 sem. hrs.). Students receive basic training in listening, speaking, reading and writing German with emphasis on communication. Rudiments of grammar are introduced. GER 101 is for students with no previous training in German. GER 102 is for students who have completed 101 or one year of high school German. (Every year)

**201, 202. Intermediate German** (3 sem. hrs.). Students practice all four language skills, review basic grammar and receive an introduction to more advanced forms and vocabulary. Prerequisite for GER 201: GER 102. Prerequisite for GER 202: GER 201. (Every year)

**205, 206. Reading German** (1 sem. hr.). Students read literary, journalistic and scientific texts to build vocabulary and gain proficiency in understanding advanced syntactical structures, such as the passive with modal verbs, extended participial modifiers and complex dependent clauses. (On demand)

**290. Preparation for Study Abroad (G)** (1 sem. hr.). This course prepares students for their study abroad experience in Germany through readings and reflections on the cultural differences that they are likely to experience. Students will develop a viable proposal for their capstone course projects, which will include data collected while abroad. The final capstone paper and presentation will be completed upon the student's return to campus in GER 490, German Capstone Course.

**301, 302. Advanced German** (3 sem. hrs.). Practice in conversation, composition and manipulation of advanced grammatical forms and vocabulary on the basis of texts dealing with everyday life in German-speaking countries. Prerequisite: GER 202 or three or four years of high school German.

**306, 307. Guided Study** (1-3 hrs.). An opportunity for students to improve proficiency by independent study or tutorial arrangements. Permission of the staff is required.

**317, 318. Germany, Present and Past (G)** (3 sem. hrs.). Texts providing insight into German history, civilization and current experience form the basis for exercises in advanced German grammar, speaking and writing. Alternates every second year with 301, 302. Prerequisite: GER 202 or three or four years of high school German.

**335. German Literature for Children and Young People** (3 sem. hrs.) Familiarization with significant classical and contemporary German texts from a variety of genres for children and young people; practice in planning and implementing strategies for sharing these texts with an audience, especially with children and young people in the schools; experience in use of appropriate technology to gather information, keep abreast of new developments, prepare and deliver presentations. Prerequisite: three hours of German at the 300 level.

**406, 407. Independent Study** (1-3 sem. hrs.). Independent projects in German language, literature and civilization. By prior arrangement with the staff.

**415, 416. Topics in German Literature and Civilization** (3 sem. hrs.). An opportunity to explore material and topics not available through regular course offerings. Possible topics include: Faust, Twentieth Century German Drama, German Literature as film. (Offered on demand)

**417. Periods in German Literature** (H) (3 sem. hrs.). Students read and discuss significant texts to gain an understanding of the characteristics of the German literature from the beginning through the Storm and Stress period. Prerequisites: GER 301 and 302 or GER 317 and 318.

**418. Periods in German Literature** (H) (3 sem. hrs.). A continuation of 417 from Classicism to the present. Prerequisites: GER 301 and 302 or GER 317 and 318.

**475, 476. Honors Course** (3 sem. hrs.). Series offers a major research project and for students that want to earn departmental honors. By prior arrangement with the staff.

**489. German Portfolio** (G) (1 sem. hr.). The course encourages and supports students in developing speaking and writing skills in the target language. It monitors their progress toward the goal of achieving the ACTFL Advanced Level of Proficiency in speaking and writing by the time they graduate. Freshmen get acquainted with the objectives of the course during a meeting of majors. Sophomores collect baseline speaking and writing samples in GER 290. Juniors generate and collect a large number of speaking and writing samples during their study abroad. Seniors register for the course, add speaking and writing samples completed during their senior year and organize their language samples into a portfolio. Offered every year, usually first semester. Completion of the ACTFL Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) is required for this course. Prerequisite: completion of study abroad experience. Prerequisites: COM 100; ENG 101. Satisfies the junior level discipline-specific communications requirement.

**490. German Capstone Course** (1 sem. hr.). This is a culminating course for students completing the German major. In the format of a writing workshop, students prepare a paper based on the original research project, which they proposed during their sophomore year in GER 290, Study Abroad Preparation. During the time abroad, students collect data for the project, which is written, revised and presented in GER 490. This course complements GER 489, German Portfolio. Offered every year, usually during the first semester. Prerequisite: Completion of study abroad; COM 100; ENG 101.

## **GRK–Greek**

The study of ancient Greek language and literature enriches liberal education by helping students understand the structure of the Indo–European family of languages and appreciate the contributions of classical culture to the modern world. (Greek courses are offered when student demand is sufficient.)

**101–102. Elementary Greek** (3 sem. hrs.). Introduction to classical (Attic) Greek and reading of elementary passages.

**111–112. New Testament Greek** (3 sem. hrs.). Introduction to New Testament (Koine) Greek and reading of elementary passages.

**201, 202. Intermediate Greek** (3 sem. hrs.). Readings of selections from Homer’s *Odyssey*, Platos’ *Apology* and the New Testament.

## **HEI– AIM Hei Program**

**101, 102, 201.** (0 sem. hrs.). The AIM (advise, inspire, mentor) Hei mentoring program provides students with a structured means by which they can: 1. design and implement a program of study – both inside and outside the classroom – aimed at achieving the learning goals the University has for its graduates; 2. Define, explore, and reflect upon their academic, personal, and professional goals and relate those goals to Heidelberg and beyond.

**1011.** (0 sem. hrs.). AIM (advise, inspire, mentor) Hei mentoring program for Non-Traditional Students. This course, an equivalent of AIM Hei 101, is limited to Arrowhead campus and Tiffin campus non-traditional students in their first term of courses at the University. The AIM (advise, inspire, mentor) Hei mentoring program provides students with a structured means by which they can: 1. design and implement a program of study – both inside and outside the classroom – aimed at achieving the learning goals the University has for its graduates; 2. Define, explore, and reflect upon their academic, personal, and professional goals and relate those goals to Heidelberg and beyond.

## **HIS–History**

**030. Junior Written/Oral Communication** (0 sem. hrs.). Required of junior history majors. Taken concurrently with any 300-level HIS course. Prerequisites: COM 100; ENG 101.

**105. World Civilizations I** (H)(G)(3 sem. hrs.). The history of world cultures emphasizing geography, religion, political and social organization from ancient times to 1648. (Fall)

**106. World Civilizations II** (H)(G)(3 sem. hrs.). The history of world cultures emphasizing geography religion, political and social organization, and the interaction between cultures from 1648 to the present. (Spring)

**107. History of the United States to 1865** (H) (3 sem. hrs.). Survey of the history of the United States from the Colonial foundations to the end of the Civil War Era. (Fall)

**108. History of the United States, 1865 to the present** (H) (3 sem. hrs.). Survey of the history of the United States from the Civil War to the present. (Spring)

- 113. Asian Civilizations I (H)(G)** (3 sem. hrs.). This course deals with the cultural and historical development of India, Southeast Asia, China and Japan emphasizing geography, religion, literature, social organization, ethnic diversity, the arts and the rise and fall of kingdoms and empires from pre-history to the 17th century. (Fall)
- 114. Asian Civilizations II (H)(G)** (3 sem. hrs.). Beginning with the 17th century, this course will look at the culture and history of India, Southeast Asia, China and Japan emphasizing the religions, literature, ethnic diversity and the impact of the West as each region developed independent nation states and became connected to the global economy. (Spring)
- 120. The Ohio Heritage** (2 sem. hrs.). Survey of the physical, economic, and political geography of the Old Northwest and the social and cultural achievements of its peoples from European contact to the founding of Ohio. Optional field trips to Ohio museums and historical or archeological sites.
- 220. The American Presidency** (3 sem. hrs.). Examination of the historical development of the presidency to its present position and responsibility, considering the President as a symbol of national unity, political leader, administrative chief, legislative moderator and director of foreign affairs; the presidency as an institution; problems of contemporary presidential leadership and the impact of social change and national security responsibilities on the office. (Fall of Presidential Election Years).
- 290. Issues in History** (1-3 sem. hrs.). The study of selected issues in history.
- 311. Classical World (R)(W)** (3 sem. hrs.). A study of the Hellenic, Hellenistic and Roman civilizations. (Fall of even-odd years)
- 321. Medieval History (R)(W)** (3 sem. hrs.). Study of European medieval civilization from the fall of the Roman Empire to the 15th century, with special emphasis on the church and other fundamental institutions of medieval life. (Spring of even-odd years)
- 322. Renaissance and Reformation (R)(W)** (3 sem. hrs.). Study of the cultural, economic, political, social and particularly the religious changes in Western civilization in the 15th and 16th centuries. (Fall of even-odd years)
- 325. Modern Europe (R)(W)** (3 sem. hrs.). A study of the political, economic, social and cultural history of Europe from the eighteenth century to the present. (Spring of odd-even years).
- 332. History of the Modern Middle East (R)(W)** (3 sem. hrs.). A study of the development of nationalism in the Middle East in the 19th and 20th centuries which includes a focus on Islam, the breakdown of the Ottoman Empire, European imperialism, the creation of modern nation-states, and twentieth century conflicts. Open to juniors and seniors only.
- 333. History of Modern China (R)(W)** (3 sem. hrs.). This course will begin with the last years of the Qing dynasty, Western intervention in the mid-19th century, events leading to the formation of the People's Republic of China in 1949 to the gradual integration of the PRC in the global economy in the 1990's. Open to juniors and seniors only. (Spring of even-odd years)
- 352. Latin American History** (3 sem. hrs.). A survey of Latin American history from its earliest civilizations to the modern day. Topics include indigenous peoples, European colonization, Latin American independence movements, and modern nation-states. (Spring of even-odd years)
- 357. History of England (R)(W)** (3 sem. hrs.). The history of England from the Roman conquest to the present. This course emphasizes cultural contact through the settlement of different peoples, constitutional and institutional developments, religious transformations, industrialization and modernization. (Every other; Fall of odd-even years).
- 359. History of Germany (R)(W)** (3 sem. hrs.). Beginning with Roman contact, this course will address some of the major topics in German history, including the German kingdoms of the Middle Ages, religious transformations, modernization and unification, World Wars I and II, post-war division and reunification. (Every other; Fall of odd-even years).
- 370. Internships** (1 to 15 sem. hrs.). Special permission of the department is required. Examples of internships: college teaching, pre-law, local government service.
- 374. Origins of the American Republic (1700-1815)** (3 sem. hrs.). A study of the American Revolution, the establishment of the Republic and the Federal Period through the War of 1812. (Fall of odd-even years)
- 375. Civil War and Reconstruction** (3 sem. hrs.). Study and analysis of the various forces leading to sectional conflict in the United States with special emphasis on slavery and abolitionism, the Civil War and the period of reconstruction to the restoration of home rule in the South. (Spring of odd-even years)
- 384. Twentieth Century America** (3 sem. hrs.). A study of the United States from 1901 to the present. Analysis of the historical background for contemporary America with focus on continuity and change in American society since 1917. (Fall of odd-even years)
- 385. African-American History** (3 sem. hrs.). A study of the African-American experience in North America from the colonial era to the present. The course will stress the struggle to create and maintain a community within a society of racial prejudice. (Spring of odd-even years)
- 386. Women in America (G)** (3 sem. hrs.). This course looks at the role of women in America from the colonial era to the present. Through the use of monographs, autobiography and fiction, this class will examine traditional and contemporary patterns of discrimination against women. (Spring of odd-even years)
- 390. Topics in History** (3 sem. hrs.). Study of selected topics in history for juniors, seniors and history majors

stressing historiography and interpretation.

**401, 402. Independent Study** (1 to 3 sem. hrs.). A student may, subject to the instructor's consent, pursue an intensive reading course with oral and/or written reports, or a research project. Open to students of demonstrated ability.

**405. Seminar: Historical Method and Interpretation** (3 sem. hrs.). Study in the handling of the tools of historical research and in historiography. The students will do independent research in the historical field offered that semester. Prerequisites: COM 100; ENG 101; Open to seniors. Juniors by permission only. Fulfills Capstone requirement. (Fall)

**475, 476. Honors Course** (3 sem. hrs.). Series available to achieve Departmental Honors.

### **HNR–Honors Program**

**103. The Scholar Seminar** (2–4 sem. hrs.). Topic relating to the theme to be developed by instructor. (Fall and Spring)

**111. Introduction to the Life of the Mind** (1 sem. hr.). Introduction to the themes, requirements, and policies of the Honors Program. Culminates in a course project. (Fall and Spring)

**203. The Scientist Seminar** (2–4 sem. hrs.). Topic relating to the theme to be developed by instructor. (Fall and Spring)

**303. The Artist Seminar** (2–4 sem. hrs.). Topic relating to the theme to be developed by instructor. (Fall and Spring)

**307. Service–Learning and Civic Engagement Seminar** (1 sem. hr.). Directed reflection on service experiences in spoken and written forms.

**403. The Citizen Seminar** (2–4 sem. hrs.). Topic relating to the theme to be developed by instructor. (Fall and Spring)

**455. Senior Honors Project** (1–3 sem. hrs.). Original scholarly work under the guidance of a faculty mentor, such as individual or collaborative research, creative works, artistic performances, extended service learning, policy analysis, etc. Permission of Dean of Honors Program is required. (Fall and Spring)

Prerequisite for all HNR Courses: Honor student or permission of instructor.

### **HPE–Health and Physical Education**

**050x. Intercollegiate Sport Activity** (P). This is a sport, non-academic course; however, one session may be used to complete one Personal Health and Wellness general education requirement in the activity section.

**100x. Activity Classes** (P). Designed to educate students on the history, trends, rules and strategies of each sport/activity. Focus will be on the basic physical fundamentals of the sport/activity. Two semester hours are permitted to count towards the 120 credit hour, graduation requirement.

**100A Lifetime Activity: Bowling** (.5 credit hour)

**100B Lifetime Activity: Golf** (.5 credit hour)

**100C Lifetime Activity: Racquetball** (.5 credit hour)

**100D Lifetime Activity: Archery** (.5 credit hour)

**100E Lifetime Activity: Badminton** (.5 credit hour)

**100F Lifetime Activity: Tennis** (.5 credit hour)

**100G Lifetime Activity: Jogging** (.5 credit hour)

**100H Lifetime Activity: Weight Training** (.5 credit hour)

**100I Lifetime Activity: Aerobics** (1 credit hour)

**100J Lifetime Activity: Scuba Diving** (1 credit hour)

**100K Lifetime Activity: Ballroom Dancing** (1 credit hour)

**100L Lifetime Activity: Latin Dancing** (1 credit hour)

**100N Lifetime Activity: Karate** (1 credit hour)

**103. Strategies for Fitness and a Healthy Lifestyle** (P) (2 credit hours). This course is designed to educate students on the development of strategies for adopting a healthy lifestyle. Topics include physical fitness components, exercise, nutrition, and stress management. Self-assessment of various components of fitness and health practices is a focus.

**115. Alcohol, Drugs and Tobacco** (2 sem. hrs.). This course examines the physiological and psychological effects of substance use and abuse. Students also examine historical, personal, and cultural basis for alcohol, tobacco and drug use. Course also includes technological retrieval of health information resources. (Fall and Spring)

**116. Health and Wellness** (P) (3 sem. hrs.). The study of personal health and wellness issues. The course will present the holistic approach to wellness. Topics include mental health, physical fitness, infectious diseases, human sexuality, environmental influences, nutrition, dying and death, cancer and heart disease. In addition, students will develop skills in information retrieval using a variety of technological resources. (Fall and Spring)

**121. Recreational Activities** (2 sem. hrs.). Practice and methods of teaching skills in recreational and lifetime activities. Study of the rules, history and place in physical education, intramural and recreational programs. (Fall)

**201. Principles of Physical Education** (2 sem. hrs.). Study of the aims and objectives of a physical education program and its role in the curriculum. An investigation of the philosophy, structure and practical implementation of the total physical education program. (Fall)

- 203. Coaching Techniques** (2 sem. hrs.). Detailed study of the philosophy and psychology of coaching competitive athletics with particular attention to motivation, problems in dealing with athletics, problems facing athletes and research findings in specific sports. (Fall)
- 216. Physical Education Field Experience** (3 sem. hrs.). An arranged, practical experience which provides direct participation in planning, managing and evaluating physical education opportunities. Prerequisite: Permission of Department Head. (Fall and Spring)
- 230. Introduction to Sport Management** (3 sem. hrs.). An introduction into the scope and fundamentals of sport management. Topics, specific to the sport industry, will include career opportunities, human resource management, policy, facility management, marketing and finance. (Fall, Spring)
- 240. Community Health** (3 sem. hrs.). Designed to provide students with direction and answers in the field of community health. Course will focus on health issues in the community such as drug abuse, nutrition, environmental health, violence prevention and disease. The course also addresses appropriate responses to problems related to these issues. In addition, needs assessment, program planning, implementation and evaluation will be addressed. (Spring)
- 250. Health, Nutrition, Safety: Early Childhood** (2 sem. hrs.). Integration of topics related to health, nutrition and safety via developmentally appropriate learning experiences within the early childhood curriculum is the focus. Safety at school and in the home and community is developed in all areas of instruction along with nutritional needs and first aid. Appraisal and reporting procedures of health conditions and in relation to child abuse and neglect will also be addressed. This course is required of all students in the Early Childhood Licensure program. Prerequisite: Open to Sophomores and beyond; EDU 110 and 115. (Fall and Spring)
- 302. Administration and Organization of Physical Education** (2 sem. hrs.). Study of organizing and implementing a physical education program in elementary and secondary schools and colleges. Management, coordination and scheduling of physical activities as well as legal liability will be examined. Prerequisite: Junior or Senior Standing; COM 100; ENG 101. (Spring only) This course or HPE 314 fulfills the junior level discipline specific communication requirement.
- 306. Nutrition (P)** (3 sem. hrs.). Principles of basic nutrition and nutritive needs in successive stages of life with special application for HPE majors, future coaches and athletes. (Spring)
- 313. Measurement and Evaluation in Health and Physical Education** (3 sem. hrs.). A functional approach to tests and measurements in health and physical education designed to promote teacher understanding, utilization and interpretation of test results. In area of Health, emphasis will be on appropriate data gathering instruments including survey techniques. The focus in Physical Education will be on evaluating learners using criterion-referenced and norm-referenced gross motor skills. (Fall)
- 314. Administration of the School of Health Program (R)(W)** (2 sem. hrs.). Content addresses the administration of school health programs. Elements addressed are health sciences, health education, healthy environment, physical education, food services, counseling, health promotion programs, and integration of school and community activities. Also addressed are issues of sociological, environmental, cultural and socio-economic influences on health program planning and evaluation. This course or HPE 302 satisfies the Junior written and oral requirement. Prerequisite: COM 100; ENG 101. (Spring)
- 317. Early Movement Experiences** (2 sem. hrs.). This course concentrates on developmentally appropriate practices in movement education for early learners, ages 3-5. Included in the topics is the assessment of gross motor skills of this population. (Fall)
- 318. Methods of Teaching Elementary Physical Education** (3 sem. hrs.). A study of aims and objectives of health and physical education at the pre-school, early and middle childhood levels. Focuses on principles, teaching methods, materials, curriculum design and motor patterns. Addresses the critical assessment of gross motor skills of early learners. Prerequisite: EDU 220. (Spring)
- 322. Methods of Teaching Secondary Physical Education** (3 sem. hrs.). Emphasis on actual organization and preparation of a curriculum in physical education for secondary schools. Course is designed to increase the insight of the physical education major into principles, techniques, procedures, methods, and strategies to help them conduct an instructional activity program. Prerequisite: EDU 220. (Spring)
- 326, 327. Independent Study** (1-3 sem. hrs.). Topics may be chosen from the fields of Health, Physical Education and Sport Management. A formal written proposal of course work, approved by the instructor, is required before registration. Course is available within the confines of faculty time. Open to juniors and seniors. Permission of Department Chair is required.
- 329. Teaching of Dance and Gymnastics** (2 sem. hrs.). Course content is designed to provide the students with the knowledge and skills necessary to teach dance forms and gymnastics in physical education class.
- 343. Methods of Teaching Health** (3 sem. hrs.). Course will focus on innovative teaching-learning experiences for health educators. Content includes theory, curriculum, materials, technology resources, instructional methods and assessment/evaluation techniques in multi-age settings. Content will focus on six CDC risk behaviors. Field experience hours required. Field experience hours are required in all settings of the Multi-age groups. Prerequisite: EDU 220. (Fall)
- 350. Practicum** (1-6 sem. hrs.). On campus work experience supervised by a member of the department. Course may be repeated but students may not earn more than a total of 6 credit hours. Permission of Department Chair required. Prerequisite: Junior standing. (Fall and Spring)
- 370. Internship** (2-15 sem. hrs.). Practical experience in setting outside the university. Requires departmental approval of the organization in

which the internship will be done and departmental approval of the specific experience gained. Prerequisite: Junior standing. (Fall and Spring)

**404–410. Teaching of Sports** (1 sem. hr.). Courses are designed to provide students with the basic knowledge necessary to construct and teach a unit on the sport in a physical education class. Content to include basic fundamentals in skills, rules and strategies.

**404. Teaching of Basketball**

**407. Teaching of Softball**

**409. Teaching of Tennis**

**405. Teaching of Volleyball**

**408. Teaching of Track and Field**

**410. Teaching of Swimming**

**406. Teaching of Soccer**

**444. Biomechanics of Sport** (3 sem. hrs.). Emphasis is on the biomechanical factors that determine the performance of fundamental sport techniques. Course is designed for students to observe, analyze and correct errors in the execution of these techniques. Prerequisite: ATR 213. (Fall)

**454. Adaptive Physical Education** (R)(W) (2 sem. hrs.). Study of the specific problems encountered in teaching physical education to children with physical impairments. Appropriate field-based experience is required. Prerequisites: Junior standing, HPE 201. (Fall)

**488, 489. Special Topics in HPE** (1–3 sem. hrs.). Course on special topics in Health, Physical Education or Sport Management. Offered in response to student demand or faculty interest and within the confines of faculty time. Open to juniors and seniors.

**490. Health and Physical Education Capstone Course** (R)(W) (1 sem. hr.). A capstone course designed to review and synthesize knowledge and experience from previous coursework in the major. Assessment of the students' knowledge of history, issues, problems, and trends will be a focus. A major research project is required. Prerequisite: Senior HPE majors; COM 100; ENG 101. (Spring)

## **HSC– Health Sciences**

**110. Foundations of Professional Practice** (1 sem.hr.). This course is designed to expose students to the foundational behaviors expected of healthcare professionals and the concepts related to evidence based medical practice. (Fall/Spring)

**150. Medical Terminology** (1 sem. hr.). This course is designed to expose the student to basic medical terminology that will provide a foundation for interpretation, documentation, and oral communication within the medical field. Students with credit in ATR 150 may not receive additional credit in this course. (Spring)

**260. Medical Imaging Basics** (1 sem. hr.). This course is designed to provide an introduction to the field of diagnostic medical imaging. The course also stresses the importance of radiation safety, ethics and legal considerations, as well as professionalism. Prerequisite: Athletic Training Education Program (ATEP) Candidates and HSC majors, others by request to the ATR Department Chair. (Spring)

**290. Applied Pharmacology and Pathology** (R)(W) (3 sem. hrs.). The student will gain knowledge on pharmacological applications including indications, contraindications, precautions, interactions, and governing regulations relevant to the treatment of injuries to and illnesses of the physically active. Students will also gain knowledge in the pathology of injury and disease. Prerequisites: ATR & HSC majors only, or by request to the ATR Department Chair. Students with credit in ATR 290 may not receive additional credit in this course. (Spring)

**370. Internship in Health Sciences** (1–5 sem. hrs.). This course gives upper-class health science majors an opportunity for academic-related experience central to the student's desired professional setting and career. The internship should enhance the student's intellectual development through the application of knowledge. This program cannot be totally observational. Prerequisites: HSC 180, 290, and approval from the Department Chair. A minimum cumulative grade-point average of 2.5 is required. An internship contract must be completed and on file in the Internship office before registration. This course is required for credit towards the hours required of the HSC major.

**425. Healthcare Seminar** (R)(P) (2 sem. hrs.). This course is designed to introduce the healthcare student to various medical conditions and disorders. It will involve lectures and discussions led by allied health professionals in different areas of specialization. Prerequisites: ATR & HSC majors only. Students with credit in ATR 425 may not receive additional credit in this course. (Fall)

**426. Special Topics in the Health Sciences** (1–3 sem. hrs.). The department offers a variety of courses on special health science topics of interest to upper level students and staff. The topics concern areas not traditionally stressed in other department courses. In general, the courses will be offered in response to student demand and within the confines of faculty time. Prerequisites: Junior standing. (Spring and Fall)

**477. Kinesiology** (3 sem. hrs.). Study of human movement as it pertains to muscular actions, articulations and laws of motion. Emphasis placed on anatomical as well as mechanical considerations in movement. Prerequisite: ATR 213, BIO 235 or 363. Students with credit in ATR 477 may not receive additional credit in this course. (Fall)

**485. Healthcare Administration** (R) (2 sem. hrs.). This course will provide the knowledge, skill and values required of the entry-level health care provider to develop, administer and manage a health care facility and associated venues providing health care of the physically active. Prerequisites: junior standing and HSC 425. Students with credit in ATR 485 may not receive additional credit in this course. (Spring)

**487. Exercise Physiology** (R)(W)(N) (3 sem. hrs.). An examination of the scientific basis of human physiology in relationship to exercise, physical activity, and work. Sample topics to be covered will be energy transfer

in the body during exercise, neuromuscular, cardiovascular and pulmonary adaptations to exercise; and body composition. Prerequisites: junior standing and BIO 235 or 363. Students with credit in ATR 487 may not receive additional credit in this course. (Spring)

**490. Research Methods in Health Sciences (W)** (2 sem. hrs.). This course will provide the knowledge, skills, and values required of the entry-level health care provider to understand professional responsibilities, avenues of professional development, and the national and state regulatory agencies/standards. This course will also teach students skills to promote their chosen professional discipline, contribute to the literature by performing research, and educate the general public regarding their role in healthcare. Through this class, the student will also learn how to prepare for health-related national certification exams and professional job searches. This class will also serve as a forum to discuss current topics in the healthcare field and field discussion on matters in various health professions. Prerequisite: ATR & HSC seniors only; COM 100; ENG 101. Students with credit in ATR 490 may not receive additional credit in this course. (Fall)

### **ITS-International Studies**

**370. Internship** (1-15 sem. hrs.). Qualified students may receive credit for off-campus experience. Approval of ITS Committee Chair is required.

**401, 402. Independent Study** (1 to 4 sem. hrs.). With the instructor's approval the student may do independent reading or research.

**409. Capstone Research Seminar.** (3 sem. hrs.). A seminar experience for juniors and seniors majoring or minoring in International Studies that closely examines the contemporary global milieu. Each student will write review essays and work on a semester portfolio or research paper. Prerequisite: ITS major, or minor, or permission of instructor. Open to juniors and seniors. (With permission, this course may be accepted as meeting the capstone requirement for either International Studies or Political Science.) (Spring odd-even years)

### **JPN-Japanese**

**101-102. Beginning Japanese** (3 sem. hrs.). Spoken Japanese and listening skills are emphasized in the first semester, but reading and writing skills are also developed. Students begin to acquire hiragana and katakana in first semester. Kanji characters are introduced throughout the year. JPN 101 or the equivalent is the prerequisite for JPN 102.

### **MED-Media**

**156. Mass Media in Society (W)(S)** (3 sem. hrs.). Study of history, structure and function of mass communication, personal media, and other telecommunication in American society. Special emphasis on electronic media. Readings and research examine effects and changes in society attributed to media and the interplay of audiences and the media. The focus of this class is media literacy. Students with credit for MED 355 will not also receive credit for 156. (Fall)

**205. Introduction to Writing for the Media** (3 sem. hrs.). This course introduces students to several different forms of media writing including writing for the electronic media (film, radio, and television), print media and the stage. Students will gain experience in writing news, features, advertising, press releases, stage and screen plays. (Fall)

**211. Computer-Mediated Communication (W)** (3 sem. hrs.). Study of and practice in communication via computer-mediated forms, including Web pages, synchronous and asynchronous communications, and presentational software. (Spring)

**212. Introduction to Journalism (W)** (3 sem. hrs.). Introduction to the fundamental techniques of journalism. Prerequisite: Successful completion of or exemption from ENG 101. (Fall)

**216. Experiential Learning in News Writing** (1 sem. hr.). Students will write stories for the The Kilikilik campus newspaper. Workshops will complement one-on-one writing instruction. MED 212 is recommended as a prerequisite but not required. (Fall and Spring)

**218. Experiential Learning in Mass Communication** (1 sem. hr.). Minimum three hours per week in various performance or technical capacities at WHEI Radio or WHEI-TV. Recommended: One semester's experience in WHEI-TV or Radio. (Fall and Spring)

**226. Electronic Media Production I (F)** (3 sem. hrs.). Students will learn a variety of field production techniques relevant to commercial radio, television, film and the web. Course is designed specifically for public relations and media students. Prerequisite: MED 205. (Every Spring; Fall of odd-even years)

**255. Topics in Film Studies (F)** (3 sem. hrs.). This course is an examination of various critical topics associated with the cinema and an examination of various methods of film criticism. The topic approach to cinema studies allows for a wide range of approaches to the discipline. Possible topics might include: the History of American Cinema; the Hollywood Style; Women, Children & Minorities in Film; the Cinema of Baseball; Contemporary Filmmakers and Their Films: An Auteur Perspective. Course may be repeated under different topics. (Spring of even-odd years)

**256. History and Criticism of Film (F)** (3 sem. hrs.). This course is a survey of the history of film from 1895 to the present with special attention given to understanding and performing film criticism. Focus of this course will be primarily on "American Hollywood Cinema"; however, it will also include a study of foreign influences upon the development of the film industry in America. (Spring of odd-even years)

- 326. Electronic Media Production II** (3 sem. hrs.). Students will learn a variety of studio production techniques relevant to commercial radio, television, film and the web. Course is designed for public relations and media students. Prerequisite: MED 226. Recommended: MED 211. (Fall of even-odd years)
- 345. Selected Topics** (1–3 sem. hrs.). Study of selected topics in media of interest to upper level students and staff. Topics offered will concern areas not commonly stressed in regular courses. (Offered occasionally)
- 356. History and Criticism of the Electronic Media** (3 sem. hrs.). A critical look at the historical development of the commercial broadcasting industry in America. Special emphasis will be given to organization, regulation, programming, and audiences. A significant portion of the class is devoted to television program criticism. Prerequisite: Junior or Senior standing or permission of instructor. Students with credit for MED 165 will not also receive credit for 356. (Spring)
- 370. Internship** (3 to 15 sem. hrs.). Departmental permission required. (Fall and Spring)
- 375. Mass Communication Law** (3 sem. hrs.). Principles and case studies in communication law, constitutional guarantees, libel, privacy, contempt, privilege, copyright, and governmental regulatory agencies. (Spring)
- 451, 452. Independent Study** (1–3 sem. hrs.). Individual research under the direct supervision of a departmental faculty member. Opportunity for advanced work in any of the media areas (radio, television, film, journalism, or broadcast journalism) of special interest to the student. Prerequisite: Permission of the instructor. (Fall and Spring)

### **MGT-Management**

- 300. Principles of Management** (W)(S) (3 sem. hrs.). The objective of this course is to provide a broad spectrum of management theory and introduce general concepts of strategic planning, decision making, organizing, managing human resources, communicating, motivating and leading, management control, and operations management. Prerequisite: ACC 201, ECO 251, 252, MTH 115, 210, ENG 101, COM 100, with a C- or better in each class; or ACC 201, ECO 251, 252, MTH 115, 210, ENG 101, COM 100, and HPE 230; or ACC 201, ECO 251, 252, MTH 115, 210, ENG 101, COM 100, and MED 212. This course contains junior level discipline specific communication requirements for the major in Business Administration. Students with BAE 407 credit will not receive additional credit for this course. (Fall)
- 320. Organizational Behavior** (R) (3 sem. hrs.). A human relations approach to personnel selection and development, human engineering and motivation, supervision and work efficiency, individual and group behavior in business organizations, evaluation and testing, organizational development and control. Prerequisite: Completion of MGT 300 with a C- or better. Students with BAE 407 credit will not receive additional credit for this course. (Spring)
- 340. Human Resources Management** (R)(W) (3 sem. hrs.). The responsibilities, activities, and the laws which affect Human Resources function in current American business. Prerequisite: Junior standing. Declaration of any business concentration or the no concentration option. Completion of MGT 300 and 320 with a C- or better in each class. Students with BAE 408 credit will not receive credit for this course. (Fall)
- 360. Operations Management** (3 sem. hrs.). An introduction to operations management principles and production systems. An emphasis on management decision-making in the design and control of systems responsible for the productive use of resources in the development of products or services. Prerequisite: Junior standing. ACC 201, ECO 251, ECO 252, MTH 115, MTH 210, ENG 101, COM 100, with a C- or better in each class; or ACC 201, ECO 251, ECO 252, MTH 115, MTH 210, ENG 101, COM 100, and HPE 230; or ACC 201, ECO 251, ECO 252, MTH 115, MTH 210, ENG 101, COM 100, and MED 212. Students with BAE 360 credit will not receive additional credit for this course. (Spring)
- 420. Current Issues and Practices in Management** (3 sem. hrs.). The objective of this course is to improve upon student performance in his or her first professional managerial experience. Topics may include but are not limited to: Strategic planning and project planning, Interpersonal skills, Teamwork and other working relationships, The importance of tenacity, Thinking outside the box / creative problem solving, Dealing with ambiguity, Dealing with ethical challenges, Making management decisions, Handling financial responsibility, Leadership skills and challenges. Prerequisites: Declaration of any business concentration or the no concentration option, Completion of MGT 300, 320, and 340 with a C- or better. (Spring)
- 490. Strategic Management** (Q)(W) (3 sem. hrs.). Teaches students how to administer business organizations, including strategy formulation, implementation, and executive control with exposure to business cases. Prerequisites: Senior standing, Declaration of any business concentration or the no concentration option, BAE 318, ECO 352, FIN 301, MGT 300, MGT 360, MKT 302, with a C- or better in each class This course meets all the requirements for the senior capstone experience for the major in Business Administration. Prerequisite: MTH Placement MTH 115, or higher. Students with BAE 401 credit will not receive additional credit for this course. (Fall, Spring)

### **MKT-Marketing Courses**

- 302. Marketing** (3 sem. hrs.). A managerial approach to the marketing function in a business or not-for-profit organization. Covers market strategy planning and the marketing mix of place, price, product, and promotion in relation to the customers and/or clients. Prerequisite: ECO 251, ENG 101, COM 100, with a C- or better in each class. This course contains junior level discipline specific communication requirements for the major in Business Administration. Students with BAE 359 credit will not receive additional credit for this course. (Fall and Spring)



**325. Consumer Behavior** (3 sem. hrs.). This course is designed to present an overall view of the factors influencing consumer action, consumerism, and current theories of consumer behavior based on factors such as motives, attitudes, dissonance, psychological and social influences. Prerequisite: Declaration of any business concentration or the no concentration option, Completion of MKT 302 with a C- or better. (Spring)

**345. Personal Selling** (3 sem. hrs.). Analysis of the theory and practice of personal selling within the context of relationship marketing and sales force automation. Topics include goal setting, prospecting, time/territory management, questioning, presentations, objections, commitment and customer service, and simulations of selling situations. Prerequisites: Declaration of any business concentration or the no concentration option. Completion of MKT 302 with a C- or better. (Fall)

**410. Integrated Marketing Communications** (3 sem. hrs.). Examines key principles, strategies and tactics of Integrated Marketing Communications (IMC). IMC manages a brand's promotional communications holistically. IMC is used by managers for planning, execution and evaluation. Multiple promotional methods and media are conceptualized and developed (advertising, sales promotion, direct marketing, public relations, social media) in a coordinated manner as part of a brand's overall promotion. IMC recognizes the synergies across the different promotional approaches and considers the perspective of all relevant stakeholders in such a way that brand value is maximized. Prerequisites: MKT 302 and MKT 325.

**435. Current Issues and Practices in Marketing** (3 sem. hrs.). This course provides in-depth study of specific topics within the marketing discipline. Topics may include but are not limited to: Marketing Ethics, Pricing, Social Influence Strategies, and Service Marketing. Prerequisites: Declaration of any business concentration or the no concentration option, Completion of MKT 302, 325, and 345 with a C- or better. (Spring)

### **MMG – Media Management**

**345. Selected Topics in Media Management** (3 sem. hrs.). Selected topics related to the production, management, and/or sale of media. This course may be repeated once under a different subtitle. (Offered occasionally)

**350. Practicum** (1-3 sem. hrs.). An on-campus media management work experience supervised by a faculty member. Permission of instructor and the Media Management Coordinating Committee required. (Fall and Spring)

**357. Principles of Media Management** (3 sem. hrs.). Analysis of factors related to media management, including organizational structures, leadership, objective setting, sales, and advertising. Fulfills the Junior Written and Oral Communication requirement. Prerequisites: ENG 101; COM 100; Approval of a Media Management concentration by the Media Management Coordinating Committee or permission of instructor. (Spring)

**370. Internship in Media Management** (3-15 sem. hrs.). An off-campus media management work experience supervised by a faculty member. Permission of instructor and the Media Management Coordinating Committee required. (Fall and Spring)

**411. Seminar** (2 sem. hrs.). Advanced study of media management; coursework includes a major research project and public presentation. Fulfills the Senior Capstone requirement. Prerequisite: ENG 101; COM 100; MMG 357 or permission of instructor. (Fall)

**451, 452. Independent Study** (1-3 sem. hrs.). Individual research under the direct supervision of a faculty member. Permission of instructor and the Media Management Coordinating Committee required. (Fall and Spring)

### **MTH – Mathematics**

**090. Mathematics Refresher** (3 sem. hrs.). This course is designed to review topics from arithmetic and elementary algebra. It is the goal of this course to prepare the student who comes to Heidelberg with mathematics deficiencies to enter MTH 115, Quantitative Reasoning. Major emphasis will be given to applications in business, the natural sciences and the social sciences. This course does not fulfill any degree requirements of any major. A student taking this course will need an additional three hours to graduate. Placement into this course will be determined by placement testing and evaluation of high school transcript. (Fall and Spring)

**115. Quantitative Reasoning (Q)** (3 sem. hrs.). This course will cover a broad range of topics with emphasis given to applications in business, the natural sciences and the social sciences. Topics include the basics of set theory, functions, systems of linear equations and inequalities, linear programming, permutations, combinations, probability and descriptive statistics. It is a goal of this course to improve skills in problem solving and the ability to think quantitatively. This course does not fulfill any requirements of the mathematics major. Prerequisite: Recommendation of the Mathematics Department or successful completion (C- or better) of MTH 090. (Fall and Spring)

**117. Mathematics for Elementary Education I** (3 sem. hrs.). Topics covered are set theory, numeration systems, estimation, number theory, counting procedures (permutations and combinations), geometry and measurement. Problem solving, communication skills and critical thinking will be emphasized in the treatment of all topics. This course does not fulfill any requirements of the mathematics major. Prerequisites: Completion of (or current enrollment in) EDU 200 and successful completion of MTH 090 (C- or better) or placement by the Mathematics Department. (Fall)

**118. Mathematics for Elementary Education II** (3 sem. hrs.). Topics covered are the study of the real numbers including integers, rational numbers, decimals and percents with applications; analytic geometry;

probability and statistics. Problem solving, communication skills and critical thinking will be emphasized in the treatment of all topics. This course does not fulfill any requirements of the mathematics major.

Prerequisite: MTH 117. (Spring)

**121. Elementary Functions (Q)** (3 sem. hrs.). Study of elementary functions, their graphs and applications, including polynomials, rational functions, algebraic functions, exponential, logarithmic and trigonometric functions and plane analytic geometry. This course does not fulfill any requirements of the mathematics major, nor does it fulfill the prerequisite requirement for MTH 210. Prerequisite: Recommendation of the Mathematics Department, or MTH 115. (Fall and Spring)

**210. Elementary Statistics (Q)** (3 sem. hrs.). The purpose of this course is to introduce the student to statistical methods and techniques with emphasis given to applications in business, the natural sciences, psychology, and the social sciences. Topics include probability distributions, hypothesis testing (large and small sample), Chi-Square test, ANOVA, correlation and regression and nonparametric testing. This course does not fulfill any requirements of the mathematics major. Prerequisite: MTH 115 or 118. (Fall and Spring)

**222. Calculus I (Q)** (3 sem. hrs.). The development of the concepts of limit, continuity and derivatives, and the associated computational techniques. Applications to the study of motion, optimization, and related concepts in other areas of the natural and social sciences are included. Prerequisite: Placement or MTH 121. (Fall and Spring)

**223. Calculus II** (3 sem. hrs.). The development of the concepts of the definite and indefinite integral, the fundamental theorem of calculus, applications to area, volume and related physical concepts, use of integrals to extend our knowledge of the transcendental functions: logarithmic, exponential and inverse trigonometric functions. Prerequisite: MTH 222. (Fall and Spring)

**302. Ordinary Differential Equations** (3 sem. hrs.). Solutions of differential equations of the first order and first degree, singular solutions, linear differential equations, integration in series, systems of equations and Laplace transforms. Prerequisite: MTH 223. (Fall of odd-even years)

**303. Linear Algebra** (3 sem. hrs.). Finite-dimensional vector spaces, matrix theory, linear transformations, systems of linear equations and quadratic forms. Prerequisite: MTH 222. (Spring of odd-even years)

**305. College Geometry I** (3 sem. hrs.). A study of finite geometries and graph theory, the axiomatic development of Euclidean geometry, and a brief introduction to non-Euclidean geometry. The course also presents the history of the development of both Euclidean and non-Euclidean geometry. Prerequisite: MTH 223. (Spring of odd-even years)

**306. College Geometry II** (3 sem. hrs.). A study of non-Euclidean geometry which includes projective and hyperbolic geometry. Prerequisite: MTH 305. (Offered on demand)

**307. Calculus III** (3 sem. hrs.). Advanced techniques of integration, sequences and series, parametric and polar coordinates, vector and analytic geometry of three dimensions. Prerequisite: MTH 223. (Fall)

**308. Calculus IV** (3 sem. hrs.). Vector-valued functions and curves in 3-space, functions of several variables and partial derivatives, multiple integrals and applications. If time allows, additional topics in vector analysis will be covered. Prerequisite: MTH 307. (Spring)

**310. Introduction to Numerical Analysis** (3 sem. hrs.). An introduction to the computer techniques and algorithms used to solve numerical problems. Number representation, roots of nonlinear equations, numerical integration, linear systems, numerical solution of differential equations, Monte Carlo methods, simulation and curve fitting. Prerequisites: MTH 307 and CPS 201. (Fall of even-odd years)

**312. Introduction to Mathematical Statistics** (3 sem. hrs.). Probability theory; moments; binomial, normal, student's t, Poisson and Chi square distributions; random sampling; hypothesis testing and non-parametric tests. Prerequisite: MTH 223. (Spring of even-odd years)

**321, 322. Independent Study** (2 sem. hrs.). Open to juniors or seniors of proven ability. Topics chosen from the field of analysis, algebra, topology, geometry or number theory according to a student's interest. A maximum of four hours is permitted. (Offered on demand)

**390. Mathematical Communication Skills** (1 sem. hr.). This course will complete the general education requirement for junior-level written and oral communications within the mathematics department. Students will learn to use appropriate terminology and notation in writing and speaking about mathematical ideas, proofs, and journal articles. Students will be required to attend a talk outside of scheduled class hours. Prerequisite: Must be taken concurrently with MTH 302, 303, 305, 308, or 312; COM 100; ENG 101. Open to juniors and seniors. (Offered on demand)

**401. Abstract Algebra** (3 sem. hrs.). Introduction to the concepts of modern algebra, particularly those of group, ring, integral domain and field. Includes applications to number theory. Prerequisite: MTH 308. (Spring of even-odd years)

**402. Topology** (3 sem. hrs.). An introduction to point set topology, topological and metric spaces and their properties. Prerequisite: MTH 308. (Fall of odd-even years)

**403. Complex Analysis** (3 sem. hrs.). Algebra and geometry of complex numbers and analytic functions. Cauchy's theorem and formula, contour integration and conformal mapping. Prerequisite: MTH 308. (Spring of odd-even years)

**404. Real Analysis** (3 sem. hrs.). Introduction to real variable theory; construction and completeness of the real numbers; set theory; continuity, differentiability and measurability. Prerequisite: MTH 308. (Fall of even-odd years)

**475, 476. Honors Course** (3 sem. hrs.). (Offered on demand) Series available to achieve Departmental

Honors.

**490. Math Capstone** (1 sem. hr.). This course will satisfy the capstone requirement for the math major. Students will conduct a research project on an instructor's approved topic and present results in written and oral form. Prerequisites: COM 100; ENG 101. Co-requisite: MTH 401, 402, 403, or 404. Open to juniors and seniors. (Offered on demand)

## **MUS–Music**

**001, 002. Instrumental Ensemble** (1 sem. hr.). Two semesters of Instrumental Ensemble (1 of band and 1 of orchestra) are required for all non-instrumental music education majors. This requirement must be completed prior to student teaching.

**091. Piano Proficiency Level I** (0 sem. hrs.). All music majors must demonstrate a level of piano proficiency appropriate to their degree program as a graduation requirement. The piano proficiency evaluates proficiency in the following areas: technique, sight-reading, chord progressions, melody harmonization, and solo repertoire. The MUS 091 Piano Proficiency is required for music majors in the following degree programs: Bachelor of Music: Performance, Music Industry, Theory/Composition, Bachelor of Arts/Science degree with a music major. Students in these programs should sign up for MUS 091 during the semester that they take MUS 186, Piano Class II. Students in the Theory/Composition program must pass the MUS 091 proficiency before registering for MUS 339, Piano for Composition Majors. Students in the BA/BS programs must pass the proficiency as a graduation requirement. Open to music majors only.

**092. Piano Proficiency Level II** (0 sem. hrs.). All music majors must demonstrate a level of piano proficiency appropriate to their degree program as a graduation requirement. The piano proficiency evaluates proficiency in the following areas: technique, sight-reading, accompanying, chord progressions, melody harmonization, melody transposition and solo repertoire. The MUS 092 Piano Proficiency is required for music majors in the following degree programs: Bachelor of Music: Music Education (All Areas); Performance: Piano or Organ. Students in these programs should sign up for MUS 092 during the semester that they take MUS 285, Piano Class III. Music Education majors must have a grade of P for their MUS 092 proficiency before beginning MUS 373/374. A grade of P must be recorded before registering for student teaching.

**100. Major Ensemble (F)** (1 sem. hr.).

**105. Fundamentals of Music (F)** (2 semester hours, 3 contact hours, class plus lab). An introduction to the basic elements of reading and writing music: scales, intervals, triads, seventh chords. Related skills in sight-singing, aural training, keyboard will also be introduced. This course does not fulfill any degree requirements for music majors or minors. (Fall)

**107. History and Literature of Classical Music** (2 sem. hrs.). Introductory survey of the development of musical style, focusing on historic, cultural and social influences on music expression, composition and genres during the Classical period (approximately 1750–1825.) Each compositional technique will be explored with score study and listening examples. The course examines music primarily through listening, but a limited understanding of music notation is useful but not required. (Spring)

**110. Introduction to the Teaching of Music and Related Careers (W)** (2 sem. hr.). Introduction to methods and techniques of teaching music to students ages 3–21, including the development of reading skills and beginning assessment skills. Introduction to the Ohio Curriculum model for music instruction. (Spring)

**115. Teaching and Performing with Technology** (1 semester hour; 2 contact hours, class plus lab). An overview of music technology resources for the use of the professional teacher and musician. Students will gain access and direct experience with a variety of music technologies, selected from the following areas: electronic music instruments, music production (recording), music notation, technology-assisted learning, and classroom tools. The course is offered for music majors; non-majors may only take the course with the permission of the instructor. (Fall, spring.)

**118. Italian and German Diction** (2 sem. hrs.). Study of pronunciation by means of the International Phonetic Alphabet (IPA) especially as it pertains to lyric diction. Students will also receive thorough grounding in rules for pronunciation in Italian and German, with special emphasis given to performance of song literature. (Spring of even-odd years)

**121–22, 221–222. Music Theory I–IV** (MUS 121–22, 221: 2 semester hours per course, 3 contact hours. MUS 222: 2 semester hours, 2 contact hours.). This four-semester sequence of courses examines the fundamental principles of music in a variety of styles. The historical evolution of musical devices and the relation of past contemporary musical thought are emphasized. Written and analytical skills are developed in melody, harmony, rhythm, counterpoint and form. Music majors must enroll in both the music theory and the aural skills sequence concurrently. Theory courses must be taken in sequence; satisfactory completion of each course in the sequence is required before the next course is taken.

**123–24, 223–24. Aural Training I–IV** (MUS 123–4, 223: 2 semester hours per course, two contact hours. MUS 224: 1 semester hour, two contact hours.). This four-semester sequence of courses develops skills in sight singing and aural training. Graded exercises in rhythm and pitch reading, both prepared and at sight, to advance basic music reading skills; exercise work in aural training includes identification of traditional/contemporary harmony, chord progressions, and melodic/rhythmic dictation. Music majors must take both the aural skills and music theory sequences concurrently. Courses must be taken in sequence; satisfactory completion of each course in the sequence is required before the next course is taken.

**125–126. Major Performance Area Instruction** (1–3 sem. hrs.).

127–128. **Non-Major Performance Area Instruction** (F) (1–2 sem. hrs.).

141. **Opera Workshop** (F) (0 sem. hrs.). Instruction and experience in the fundamentals of opera performance and production, including stage movement, role preparation and opera characterization with a final project of an evening of excerpts from the Musical Drama repertoire. (Spring)

142. **Opera Theatre** (0 sem. hrs.). By audition or permission of the instructor only. Instruction and experience in performance and production of a full opera performance. Specific attention to musical and character preparation of a complete opera role and production problems of mounting a full production. (Fall)

149. **Understanding and Enjoying Music** (F) (2 or 3 sem. hrs.). Basic course designed to enable students to appreciate the great works of musical art. Practical knowledge of music is achieved through a variety of guided listening and lecture experiences. Designed for non-music majors. Music Majors will not receive elective credit for this course. (Fall and Spring)

160. **Introduction to Music Technology** (1 sem. hr.). Introduction to the principles of digital synthesis and computer music systems. Study includes basic acoustics as well as the history and development of music technology. Basic acoustics is related to the functions of analog and digital synthesizers. Contemporary computer applications, such as sequencing, music printing, hard disk recording, digital editing, digital signal processing, and sequencing are discussed. Permission of instructor required for non-composition majors. (Offered Occasionally)

163. **Beginning Voice Class** (1 sem. hr.). Fundamental vocal technique for singing, especially for the music educator. Introduction to the body for singing, breath mechanics, tonal resonance and registration, diction for singing, vocal health. Practical application of technique to beginning song literature. One lecture and one lab session per week. Prerequisite: Open only to non-voice Music Education Majors. (Fall)

164. **Intermediate Voice Class** (1 sem. hr.). Continuation of Beginning Voice Class. Students will continue to refine fundamental vocal technique for singing. Emphasis placed on critical evaluation and assessment of good vocal performance and healthy singing. Performance repertoire will include work in the standard foreign languages (Italian, French, German, Spanish, and Latin). One lecture and one lab session per week. Prerequisite: MUS 163 and open only to non-voice Music Education Majors. (Spring)

185/186 & 285. (2 sem. hrs.) & 286 (1 sem. hr.). **Piano Class**. This sequence emphasizes the development of keyboard skills needed in the public classroom, college classroom and private studio, for accompanying and for basic musicianship. Technique, sight-reading, accompanying, harmonization of melodies, transposition, score reading, improvisation and ensemble playing are included. The piano proficiency (MUS 091, 092), a graduation requirement for all music majors, will be taken in conjunction with this sequence. Open to Music Majors or Music Minors only. Courses must be taken in sequence.

200. **Major Ensemble** (F) (1 sem. hr.).

209. **Eighteenth Century Counterpoint** (2 sem. hrs.). Study of contrapuntal techniques in periods other than the 16th century, with particular emphasis on Bach's style. Writing of inventions and fugues. Prerequisite: MUS 222, 224 or permission of instructor. (Spring, even-odd years)

211. **Journey of the Blues** (H) (3 sem. hrs.). This course follows the black experience in America through the music, poetry, and history of its soundtrack, the 12-bar AAB "country" blues. The class will study, perform, and critique blues as they emerged in and around the Mississippi Delta, traveled north to Chicago, and headed out into the white world. Students with may have the option to participate in a class trip to the Mississippi Delta. Student with credit in the Special Topics: Journey of the Blues will not receive additional credit. (Fall)

212. **Music and the Liberal Arts** (3 sem. hrs.). Music is closely associated with the scientific, technological, political and sociological facets of the culture in which it is created. This course, an interdisciplinary approach with music as the focus, explores the relationship of music to 6–8 disciplines within the natural sciences, social sciences and the humanities. Faculty members from selected departments present several lectures about their discipline as related to music. Music listening includes a wide variety of styles and cultural traditions. (Offered Occasionally)

213. **World Music** (R)(W)(G) (2–3 sem. hrs.). An introduction to the discipline of ethnomusicology. This course will examine the music of diverse cultures, with a special emphasis on non-western music, both traditional and popular. Social and cultural backgrounds of selected geographical regions will be explored in terms of their influence on musical traditions. Structured listening and performance experiences both in and out of the classroom will enable students to develop an expanded vision of musical style and expression. Background/knowledge in music is very helpful. Recommended background courses for non-majors: MUS 147 or MUS 149; MUS 121.

216. **Conducting I** (Choral) (R) (2 sem. hrs.). A study of conducting emphasizing leadership skills, listening skills and communication skills. Special attention will be given to conducting gestures, score preparation and rehearsal techniques. Prerequisites: MUS 122, 124; knowledge of the piano and some choral experience recommended. (Spring)

218. **French Diction** (2 sem. hrs.). For description see Music 118. Prior instruction in the French language is highly recommended (FRN 101, 102). (Spring of odd-even years)

225–226. **Major Performance Area Instruction** (3 sem. hrs.).

227–228. **Non-Major Performance Area Instruction** (F) (1–2 sem. hrs.).

241. **Opera Workshop** (F) (0,1 sem. hrs.). Instruction and experience in the fundamentals of opera

performance and production, including stage movement, role preparation and opera characterization with a final project of an evening of excerpts from the Musical Drama repertoire. (Spring)

**242. Opera Theatre** (0,1 sem. hrs.). By audition or permission of the instructor only. Instruction and experience in performance and production of a full opera performance. Specific attention to musical and character preparation of a complete opera role and production problems of mounting a full production. (Fall)

**246. History and Literature of the Romantic and Twentieth Century Periods** (W) (3 sem. hrs.) This course is a continuation of MUS 107. Completion of MUS 107 is highly recommended, although not required. MUS 246 is a continuing examination of the means and development of artistic expression, as well as social, cultural, and historical influences on musical composition and literature. Covers the years 1825 to the present. Prerequisites MUS 121, 122. Pre or Co-requisites: COM 100, ENG 101. (Fall)

**247. History and Literature of the Medieval, Renaissance and Baroque Periods** (3 sem. hrs.). A survey of the development of musical style, focusing on historical, cultural, and social influences on musical expression, composition, and literature during the years 450–1750 AD. Relationships to other modes of artistic expression are explored, as well as common influences on artistic development, and the purposes of artistic expression. It is highly recommended that students complete MUS 107 and 246 before taking MUS 247 to gain needed skills in score analysis, but not required. Prerequisite: MUS 121, 122. (Fall)

**250. Other Ensembles** (0 sem. hr.).

**270. Percussion Class** (1 sem. hr.). The study of percussion instruments, methods and materials in a class setting. Instructional materials and strategies appropriate to the teaching of middle childhood and AYA. (Spring)

**273, 274. Woodwinds Class** (1 sem. hr.; class plus lab). The study of woodwind instruments, methods and materials in a classroom setting. Instructional materials and strategies appropriate to the teaching of middle childhood and adolescence.

**291, 292, 391, 392. Piano Accompanying** (1 sem. hr.). Practical acquaintance with literature and technique of accompanying. Requires permission of instructor. (Offered Occasionally)

**300. Major Ensemble** (F) (1 sem. hr.).

**307. Music of the Early Twentieth Century** (2 sem. hrs.). Examination of selected composers, compositional techniques and aesthetics trends in music from the first half of the twentieth century. Prerequisite: MUS 222 and 224 or permission of the instructor. Course continuation MUS 308.

**308. New Directions in Music** (2 sem. hrs.). Examination of selected composers, compositional techniques and aesthetic trends in music of the modern era, with emphasis on music composed since 1945. Prerequisite MUS 222 and 224, or permission of the instructor. MUS 307 Is recommended.

**309. Counterpoint** (2 sem. hrs.). Study of the 16th century polyphony with particular emphasis on the styles of Palestrina and Lassus. Writing of two and three-part motets and mass movements. Prerequisite: MUS 122, 124. (Fall, odd-even years)

**310. Counterpoint** (2 sem. hrs.). Continuation of Counterpoint 309, culminating in the writing of four-voice and polychoral motets and mass movements. Prerequisite: Counterpoint 309. (Spring, odd-even years)

**312. Orchestration and Band Arranging** (2 sem. hrs.). Practical orchestration and band arranging. Detailed study is made of scoring for instruments of the modern orchestra and band. Prerequisite: MUS 221 and 223. (Fall)

**313. Form and Analysis** (2 sem. hrs.). Introduction to analytical theory and its application to practical analysis of selected scores. Prerequisites: MUS 124, 222. (Spring)

**314. Form and Analysis** (2 sem. hrs.). Continuation of the above with emphasis given to solution of performance problems through application of analytical principles. Prerequisite: MUS 313. (Offered Occasionally)

**316. Conducting II** (Instrumental) (2 sem. hrs.). Orchestra and band conducting and rehearsal techniques. Baton technique, with practice in reading from full score. Prerequisites: MUS 122, 124, 216: Knowledge of the piano and some band or orchestral experience desirable. (Fall)

**318. Music Industry** (3 sem. hrs.). A course designed to integrate the individual music and business courses. Copyright laws; publishing of music; performing rights; manufacturing, distribution, repair and salesmanship of instruments; recording; tapes; the retail store; arts management; etc., are among the subjects covered. (Offered Occasionally)

**321. Piano Pedagogy** (a) or Literature (b) (2 sem. hrs.; each sem.). Offered alternately. Pedagogy (a) involves the study of pedagogical principles and systems of piano instruction. Literature (b) examines literature for piano and associated keyboard instruction from 18th century to present. Advanced study of either of the above areas may be combined in an Independent Study Course. Literature (b) is required for piano performance majors; both (a) and (b) are required for pedagogy majors. (Offered Occasionally)

**322. Organ Literature** (2 sem. hrs.). A survey of organ literature in relation to the development of the instrument from the 16th century to the present. Special emphasis is placed on registration techniques and performance practices implicit in the historical evolution of national styles. Limited study is given to pedagogical methods and materials. (Offered Occasionally)

**325–326. Major Performance Area Instruction** (1–3 sem. hrs.).

- 327-328. Non-Major Performance Area Instruction (F)** (1-2 sem. hrs.).
- 329-330. The Care and Repair of Instruments** (2 sem. hrs.). First semester will be devoted to wind and percussion instruments and the second semester to stringed instruments and piano. (Offered Occasionally)
- 335. Instrumental Pedagogy and Materials** (1 or 2 sem. hrs.). Sections: (a) Brass, (b) Woodwind, (c) String, (d) Percussion. An examination of materials and methodology for the teaching of instrumental music in designated family groupings. Emphasis is given to differing approaches for teaching the instruments in private and group settings, and sources of solo and small ensemble materials. Limited study is given to historical development of the instrumental families. (Offered Occasionally)
- 336. Choral Literature and Material** (2 sem. hrs.). Practical survey of choral literature. Emphasis on historical styles, sources and evaluation of materials, interpretation and repertoire. Prerequisite: MUS 216. (Offered Occasionally)
- 338. Church Music** (2 or 3 sem. hrs.). Designed for church musicians, prospective pastors, and lay persons interested in the use of music in Christian worship. Covers a brief history and philosophy of church music, liturgical music, worship planning, survey of church literature and organization of multiple choir programs. (2 hrs.) Third credit hour is devoted to use of organ in church service, with emphasis in repertoire, service playing, accompanying, and conducting from the console. (1 additional sem. hr.) (Offered Occasionally)
- 339, 340. Piano for Composition Majors** (1 sem. hr.). To develop piano skills commonly used by composers, the course will focus on: scales, basic chord progressions, open score reading (instrumental and choral) which includes playing selected voices, performance of excerpts utilizing one or more transposing instruments as well as alto and tenor clefs, harmonization of melodies at sight including common chromatic harmonies, transposition of single line melodies, harmonic reduction, and figured bass. Sight reading of accompaniments and four-hand music. Preparation of solo literature. Prerequisite: completion of Piano Proficiency.
- 341. Opera Workshop (F)** (0,1,2 sem. hrs.). Instruction and experience in the fundamentals of opera performance and production, including stage movement, role preparation and opera characterization with a final project of an evening of excerpts from the Musical Drama repertoire. (Spring)
- 342. Opera Theatre** (0,1,2 sem. hrs.). By audition or permission of the instructor only. Instruction and experience in performance and production of a full opera performance. Specific attention to musical and character preparation of a complete opera role and production problems of mounting a full production. (Fall)
- 348. History of Music** (2 sem. hrs.). This course deals with five specific periods of music history in depth: Greek Medieval; Early Renaissance; Late renaissance-Baroque; Classic-Romantic and the 20th Century. One period will be offered each year (the first semester will concentrate on composers and the second semester on periods) and will rotate in the above order. Prerequisites: MUS 247 and 248.
- 350. Other Ensembles** (0 sem. hrs.).
- 359. Chamber Literature for Winds/Strings and Piano (R)(W)** (2 sem. hrs.). A survey of the history and criticism of chamber music that involves the piano in combination with wind and string instruments. Prerequisites: MUS 122 and 147. (Offered Occasionally)
- 360. Symphonic Literature** (2 sem. hrs.). A historical survey of symphonic literature with concentration on the major composers, styles, terminology, culture and traditions commonly associated with the symphonic tradition from the Baroque era through the twentieth century. Prerequisites: MUS 122 and 147. (Offered Occasionally)
- 363. Music Education in Early Childhood and Elementary School (R)** (3 sem. hrs.). A survey of music teaching skills, knowledge, and methods applicable to age 3 through middle school and junior high school. Special attention given to contemporary developments in music education and developmental stages of children. Coursework includes a survey of age-appropriate media and resources for teaching music. Incorporates appropriate Ohio Curriculum models and National Standards for Music Education. Field experience, including observations and live teaching demonstrations, are required. Prerequisites: MUS 216, 222, 224. (Fall)
- 368. Studio Management** (2 sem. hrs.). A course designed to explore the following areas of private teaching studio management: contracts, taxes, budgets, personnel, advertising program development, equipment, physical plant, scheduling and leasing. (Offered Occasionally)
- 369. Leadership and Entrepreneurship in the Arts (R)** (3 sem. hrs.). This course will introduce leadership in the arts as a way of thinking and being. Exploration into what it means to be an entrepreneurial musician/artist with attention to business and personal management skills that are essential to the development of a career will be addressed throughout the course. Self-assessment will help students understand and realize their own strengths and aspirations while also providing an avenue to develop necessary skills for success. Audience development, creative problem solving and leveraging resources are items in a comprehensive overview of skills for pursuing arts ventures. (Offered Occasionally)
- 370. Music Internship** (1 to 6 sem. hrs.). Permission required from chair of department.
- 371, 372. Brass Class** (1 sem. hr.; class plus lab). The study of brass instruments, methods and materials in a classroom setting. Instructional materials and strategies appropriate to the teaching of middle childhood and adolescence. Successful completion of MUS 371 is a prerequisite for MUS 372.
- 373. Choral Music Education in the Secondary Curriculum (R)** (2-3 sem. hrs., variable credit; students in the Instrumental or Keyboard Music Education programs may take the course for either 2 or 3 hours credit;

students in the Vocal Music Education program must take the course for three hours credit.) A survey of music teaching skills, knowledge, and methods applicable to the middle age and adolescent choral curriculum. Coursework includes development of reading skills in choral music, materials and procedures for non-performance classes, as well as rehearsal techniques for choral performing organizations. Incorporates appropriate Ohio curriculum models and National Standards for Music Education. Field experience, including observations and live teaching demonstrations, are required. Students taking the course for 3 hours credit will work on specific keyboard skills related to the secondary classroom. Prerequisite: MUS 092, 316, 363. Co-requisite: MUS 374 (Spring)

**374. Instrumental Music Education in the Secondary Curriculum (R)(W)** (2 sem. hrs.). A survey of music teaching methods applicable to the middle age and adolescent school instrumental curriculum. Coursework includes development of reading skills in instrumental music, as well as rehearsal techniques for instrumental performing organizations. Coursework includes assessment and interpreting research in music education. Incorporates appropriate Ohio Curriculum models and National Standards for Music Education. Field experience, including observations and live teaching demonstrations, are required. Prerequisite: MUS 092, 316, 363. Co-requisite: MUS 373 (Spring)

**375. Marching Band Techniques** (1 semester hour). An analysis of marching band show design, including historical styles of band shows, choosing and analyzing appropriate music, techniques of field design, computer-assisted design models, and the effective teaching of marching techniques. Students will develop a field show as part of course requirements. (Fall)

**379. Strings Class** (1 sem. hr.). Fundamental fingering and bowing studies for stringed instruments; violin, viola, violoncello and string bass, with emphasis on class methods and materials, appropriate for early and middle childhood instruction. Introduction to the Suzuki string method. (Fall)

**393. Functional Piano** (1 sem. hr.). The development of keyboard skills needed in the public school classroom, college classroom, private studio, accompanying and in basic musicianship. Technique, sight reading, harmonization of melodies, transposition, score reading, improvisation and ensemble playing are included. Open to junior and senior music majors, or to others with permission of instructor. (Required of all music education majors unless excused by examination. (Offered Occasionally)

**394. Functional Piano and Improvisation** (2 sem. hrs.). A continuation of 393. The additional hour will provide further emphasis on improvisation of various styles - classical, romantic, baroque, popular, blues and jazz. Prerequisite: MUS 393 or permission of instructor. (Offered Occasionally)

**397, 398, 497, 498. Chamber Music** (1 sem. hr.). Small ensemble performance for instrumental majors, pianists, vocalists and combinations. Arrangements must be made prior to registration with the appropriate applied teacher.

**400. Major Ensemble (F)** (1 sem. hr.).

**410. Pedagogy (a) and History of Theory (b)** (2 sem. hrs.). Examination of the writings of music theorists from antiquity to present. Practical application of pedagogical principles to study of music theory. (Even-odd years: 410b: Fall; 410a, Spring)

**415. Vocal Pedagogy** (1 or 2 sem. hrs.). Introduction to principles and methods of teaching class and private voice with some attention given to literature for the beginning student. (Fall)

**416, 417. Conducting III (Advanced)** (1 sem. hr.). Offered primarily for seniors. Will include score analysis and study of performance practice of major choral and instrumental works. Advanced conducting techniques and concepts. Prerequisite: Conducting 316, or permission of instructor. (Offered Occasionally)

**425-426. Major Performance Area Instruction** (1-3 sem. hrs.).

**427-428. Non-Major Performance Area Instruction (F)** (1-2 sem. hrs.).

**441. Opera Workshop (F)** (0,1,2 sem. hrs.). Instruction and experience in the fundamentals of opera performance and production, including stage movement, role preparation and opera characterization with a final project of an evening of excerpts from the Musical Drama repertoire. (Spring)

**442. Opera Theatre** (0,1,2 sem. hrs.). By audition or permission of the instructor only. Instruction and experience in performance and production of a full opera performance. Specific attention to musical and character preparation of a complete opera role and production problems of mounting a full production. (Fall)450. Other Ensembles (0 sem. hrs.).

**450. Other Ensembles** (0 sem. hrs.)

**492. Song Literature** (2 sem. hrs.). A survey of the solo song repertoire, paying close attention to the seminal composers and poets who most influenced the development and evolution of the art song. (Spring even-odd years)

**395, 396, 495, 496. Seminars and Independent Study** (1-4 sem. hrs.). Seminars treat areas of study not covered by other theoretical courses. Approach and content of course are flexible, responding both to traditional and contemporary modes of thought. Students with proven ability may undertake projects, compositions, arrangements or performances under supervision of adviser and department chair. Prerequisite: Junior standing in music and permission of department chair.

**499. Senior Recital/Project** (0 sem. hrs.). Students will prepare a public performance of literature written for their chosen instrumental or vocal area. Along with the required concurrent enrollment in either MUS 425 or 426, this course fulfills the capstone requirement. Prerequisites: COM 100; ENG 101.

## NDI–Non–Departmental and Integrated Studies

The University has traditionally provided opportunities for courses which integrate topics from various disciplines. In addition, this category includes courses which bring greater innovation and flexibility to the curriculum. Some of these courses satisfy parts of the General Education Requirements or parts of the requirements for specific majors.

**090. Turning Points** (1 sem. hr.). Explores strategies for academic success and personal management and techniques for implementation of those strategies. The course focuses on skills and resources necessary to improve academic standing and achieve success in college. Topics include: academic probation policies, goal accomplishment, campus resources, time management, library skills, and academic improvement strategies. This course does not fulfill any degree requirements of any major, nor can it be applied toward hours required for graduation. Placement into this course will be determined by semester GPA. (Fall and Spring)

**100. University Studies** (1–3 sem. hrs.). Courses designed to complement departmental studies by examining problems which are interdisciplinary in nature or which lie outside the boundaries of the traditional departmental programs. Topics addressed reflect the needs, experience and interest of the faculty and student body.

**101. Portfolio Preparation** (1 sem. hr.). (Fee)

**102. Integrated Liberal Arts** (1 sem. hr.). A cultural investigation A seminar offered in conjunction with a themed semester that brings together students and professors from multiple courses and across disciplines for discussion and common experiences. Co-requisite: Students enrolling in NDI 102 must also enroll in at least two courses participating in the themed semester.

**105. The Truth About Social Class** (R)(S)(W) (3 sem. hrs.). This course provides a means of understanding individuals and society through the lens of economic class. Information about hidden rules and resources develops success skills and enables students to understand and operate effectively with diverse populations in new situations. Assessment, analysis, and planning for change are key components of this course.

**106. Introduction to India** (3 sem. hrs.). A cultural investigation of the religions, arts and literature of India, concentrating on current social–historical trends.

**107. Introduction to China** (G) (3 sem. hrs.). Brief survey of some of the important themes and ideas in Chinese culture.

**108. Introduction to Japan** (3 sem. hrs.). A social–historical introduction to Japanese culture, giving special attention to fine arts, crafts and social customs.

**112. Women in Art** (R)(F) (3 sem. hrs.). Examines the contributions of women to the history of Western art. The achievements of women in painting, sculpture, and the decorative arts are explored in light of historical, cultural and social conditions. Studio practice in techniques associated with the decorative arts (needlework, quilting, basketry, etc.) is included.

**113–114. Principles and Methods of Yearbook Production** (2 sem. hrs.). This course offers students the opportunity to develop practical skills in writing, photography, digital technology and electronic paste-up while learning the production and marketing methods necessary to create a successful scholastic yearbook. Students enrolled in the course will learn by working as part of the creative team for The Aurora, Heidelberg’s yearbook. Fall semester will focus on planning, design and marketing practices associated with creating a yearbook, while spring semester will place more emphasis on production methods. (Fall and Spring)

**115. Introduction to Islamic Civilization** (3 sem. hrs.). A study of the religion, arts, sciences, literature and cultures of the Islamic world.

**116. Career Exploration** (1 sem. hr.). This course will provide an overview of the career development process through self–assessment, career exploration and the development of job search techniques. The course is designed to assist students with decision–making and goal setting skills through researching and analyzing career options, exploring the meaning of work as well as trends in the workplace so that they are able to make a successful transition from the university to the working world. (Fall and Spring)

**118. Building College Reading Skills** (1 sem. hr.). This course is designed to help students build reading skills so that they can use vocabulary in context, recognize main ideas and supporting details, distinguish between facts and opinions, and understand purpose and tone.

**120. Latin American Cultural History** (1 or 2 sem. hrs.). One–to–two–week trip to Peru, Argentina, or other Latin American nation during vacation period. One credit hour if supplemented with classroom preparation in language, culture and history. Two credit hours if supplemented with a paper.

**128. The Learning Process in an Academic Environment** (R) (2 sem. hrs.). In this course, the student will develop effective thinking skills so he or she can form a hypothesis, examine and process relevant information, organize research notes, identify main concepts, think logically, understand test and assignments directions, and other relevant skills necessary to develop full potential as a learner and participant in a learning environment. **205. Exploring Leadership and Leadership Theory** (3 sem. hrs.). Course will focus on theories, definitions and models of leadership, as well as addressing leading groups, team building, problem solving and negotiation, and leadership in crisis. Students will examine their own personal attitudes towards leadership as well as develop self–awareness in areas relevant to leadership development.



**206. Introduction to US/Mexico Border Issues (G)** (1-2 sem. hrs.). A study of the cultural, social and political realities affecting the US/Mexico border, with special emphasis on immigration, poverty and refugees. Each student must participate in a week-long trip to the Texas/Mexico border during spring break. This course may be repeated once for academic credit.

**255. Integrated Arts in Early Childhood** (3 sem. hrs.). Emphasis on materials and techniques to understand and support development of art, music, drama and movement abilities in young children ages 3-8. Integrating art, music, drama and movement education experiences throughout the curriculum in preschool and early elementary school settings will be the focus. Students will become familiar with the standard of the Consortium of Arts Education Association and appropriate Ohio Competency-Based Models to use in guiding instruction. Note: Due to the nature of this course, a one-hour lab has been built in to allow adequate time for studio experience. Co- or Prerequisite: GPA 2.5, EDU 200 or PSY 206. (Fall and Spring)

**301. Literature and Fine Arts (R)(F)** (3 sem. hrs.). An interpretive study of the arts and culture of the Western world from the prehistoric period through the Renaissance. The connections between music, dance, drama, literature and the visual arts will be explored through theories that address the origin, purpose and major themes of human aesthetic expression.

**302. Literature and Fine Arts (R)(F)** (3 sem. hrs.). An interpretive study of the arts and culture of the Western world from the Baroque period, with special emphasis placed on the nineteenth and twentieth centuries. Various theories concerning the advancement of the visual arts, music, film, drama, literature and dance will be studied.

**310. Integrated Social Studies** (3 sem. hrs.). Using the Ohio Social Studies Curriculum model as a guide, students will integrate content from the various social studies using a thematic approach. Prerequisites: Minimum GPA 2.60 to enroll. EDU 220, EIS 265. (Fall only)

**322. Asian Literature and Fine Arts** (3 sem. hrs.). Study of the main motifs of the literature and arts of India, China and Japan. In literature, belles-lettres rather than religious-philosophical works will be emphasized.

**340. Women's Voices in Latin America** (3 sem. hrs.). An exploration of Latin American social issues through the study of testimonial literature, novels, short stories, poetry, and drama written by women. The course is conducted in English. (Fall of even-odd years)

**345. Service Learning on the U.S./Mexico Border (G)** (2 sem. hrs.). After an intensive introduction to the socioeconomic and cultural realities of life along the U.S./Mexico border, students will prepare, implement and reflect on a week-long service learning project on the border. This course meets once a week during the Spring semester and requires one week of summer travel. (Spring only, students will be expected to pay their own expenses for this trip, and their fee will also cover the instructor's expenses.

**366. Sex and Violence in Fairy Tales (W)(G)** (3 sem. hrs.). "Once upon a time": this phrase often evokes the world of fairy tales, a world of danger and magic and "happily ever after." This course focuses on well-known fairy tales of the Brothers Grimm (Snow White, Sleeping Beauty, Cinderella) as well as others less familiar locating them in the 19th-century German culture of their origins and then examining how they became transformed into enduring favorites of U.S. popular culture through their adaptations and transformations.

**382. Introduction to Linguistics** (3 sem. hrs.). Study of the historical and modern developments in language theories and issues, with emphasis upon grammar, usage and units of sound and meaning. Prerequisites: Completion of or exemption from ENG 101 and sophomore standing or above. (Spring)

### **PBR – Public Relations**

**350. Practicum**(1-3 sem. hrs.). An on-campus public relations work experience supervised by a faculty member of the Public Relations Coordinating Committee or the Committee's designee. Students may earn no more than 6 hours credit. Permission of the Public Relations Program Director required for registration. (Fall and Spring)

**357. Principles of Public Relations (R)(W)** (3 sem. hrs.). Origin and development of public relations, including ethical standards and functional role in modern society. Emphasis on defining objectives, selecting media, creating message content, and evaluating effects. Practice in writing press releases. Prerequisite: MED 212; COM 100; ENG 101. Open to Juniors and Seniors. (Fall)

**358. Message Design in Public Relations** (3 sem. hrs.). Study, analysis, and preparation of public relations campaign elements including plans, publicity materials, and electronic media presentations. Prerequisite: Junior or Senior standing; grade of C- or better in PBR 357 and ENG 313; COM 100; ENG 101. (Spring)

**370. Internship** (3-15 sem. hrs.). An off-campus public relations work experience supervised by a faculty member of the Public Relations Coordinating Committee or the Committee's designee. Permission of the Public Relations Program Director is required for registration. (Fall and Spring)

**458. Public Relations Campaign Planning** (3 sem. hrs.). This course is intended as a senior capstone course for students majoring in public relations. Students will apply theory to practice through various experiential learning opportunities with emphasis placed on a live project. Theoretical knowledge and practical skills developed in PBR 357 and 358 will be utilized as students design a public relations campaign for a client selected from the local community or the campus. Prerequisite: PBR 358 with C- or better; COM 100; ENG 101. (Fall)

## PHI–Philosophy

**140. Introduction to Philosophy (W)(H)** (3 sem. hrs.). An introduction to philosophy in which the various branches of philosophy are discussed, i.e., metaphysics, epistemology, philosophy of religion, philosophy of science, philosophy of mind, philosophy of language, and moral and political philosophy.

**200. Aesthetics (W)(F)(G)** (3 sem. hrs.). This course is an exploration of the ways in which questions about art have been addressed. It will examine questions such as “What is art?” What is the connection between art and society? What is the relationship between art and morality? Is there a difference between art and entertainment? Is there a distinction between art and craft? After studying the ways in which various philosophers address these questions, students will have the opportunity to formulate their own ideas about art and its meaning. (Spring of even-odd years)

**202. Logic** (3 sem. hrs.). Introduction to deductive and inductive rules of reasoning with attention to both formal and informal fallacies. Emphasis on practical applications of logic to everyday problems.

**216. Ethics (H)** (3 sem. hrs.). Systematic study of main types of ethical theory such as hedonism, rationalism, utilitarianism, humanism and others. Emphasis on the relation of theory to actual conduct in personal and social life. (Fall and Spring)

**217. Bioethics** (3 sem. hrs.). Basic Issues in bioethics such as confidentiality, autonomy, informed consent, abortion, euthanasia, stem cell research, assisted reproduction, genetic engineering, allocation of scarce medical resources, and justice in health care distribution. Focuses on practical applications of ethical theory from the perspective of the health sciences practitioner. (Fall)

**220. Special Topics in Philosophy** (3 sem. hrs.). Topics of special interest in philosophy not covered in the regular department offerings. (This course may be repeated.) Prerequisite: PHI 140 or PHI 216. (Offered on occasion)

**305. Postmodern Philosophy** (3 sem. hrs.). The focus of this course will be to gain an understanding of the positions presented by those who either call themselves “postmodern” or who are called such by others. Postmodern themes such as “self,” “other,” “the meaning of history,” “terror,” “communication,” “time” and “criticism” will be explored. Postmodern thought flows across the traditional boundaries of academic disciplines, therefore the course will also include the perspective of history and social criticism.

**309. History of Western Philosophy: Ancient and Medieval (W)(H)(G)** (3 sem. hrs.). Origin and development of philosophical thought in the classical world, mutual influence of Christianity and classical thought and the philosophical developments of the Middle Ages. Prerequisites: Open to juniors and seniors; COM 100; ENG 101. (Fall of even-odd years)

**310. History of Western Philosophy: Modern (W)(H)(G)** (3 sem. hrs.). Philosophical developments from Renaissance to present, with attention to interrelations of science, religion and philosophy. Prerequisites: Open to juniors and seniors; COM 100; ENG 101. (Spring of even-odd years)

**317. Philosophy of Religion (W)(H)(G)** (3 sem. hrs.). Study of basic issues in philosophy of religion, such as faith and reason, as seen from different viewpoints such as existentialism, naturalism, rationalism and scholasticism. Prerequisite: One course in philosophy or permission of instructor. (Fall of odd-even years)

**380. Symbolic Logic** (3 sem. hrs.). This course in contemporary deductive logic covers the propositional and first order predicate calculus. Translation and proofs of arguments encountered in natural language are emphasized. The concepts of completeness and soundness, as well as other central theorems in metalogic, will be introduced. Familiarity with a formal notational system such as mathematics, music, or a foreign language is desirable.

**385. Scientific Revolutions** (3 sem. hrs.). This course in the philosophy of science covers a selection of philosophical issues in science such as the nature of scientific inquiry, the fact-theory distinction, induction, confirmation paradoxes, the model-theoretic perspective in the social sciences, reductionism, the nature of quantum reality, and the relativist controversy. Also included are such topical issues as the rise of pseudoscience, creationism, genetic engineering, basic versus applied research, and ethics in science and technology. (Offered every third spring.)

**413, 414. Independent Study** (1 to 3 sem. hrs.). Advanced study of a major philosopher, movement or problem under the guidance of a departmental faculty member. (Maximum 6 hours) Prerequisite: Permission of instructor.

**475, 476. Honors Course** (3 sem. hrs.). (Offered on demand). Series available to achieve Departmental Honors.

**490. Philosophy Colloquium (W)(H)** (3 sem. hrs.). Advanced study of a major philosopher, movement or problem under the guidance of a departmental faculty member. Prerequisite: Open to senior philosophy majors only; COM 100; ENG 101.

## PHY–Physics

**100. Introduction to Physical Principles (N)** (3 sem. hrs.). Designed for students who need some knowledge in this field but do not wish to take a full-year course in general physics. Some of the most important physical principles and their applications are studied with emphasis on experimental facts upon which these principles are based and on use of the scientific method of deriving them. Students electing to take this course in order to meet their General Education requirement for a laboratory science must take both PHY 100 and PHY 100L in the same semester. (Cannot be included in major.) (Spring)

**100L. Introduction to Physical Principles Laboratory (L)** (1 sem. hr.). This course is the laboratory complement to PHY 100 Introduction to Physical Principles. The weekly exercise allows students to more

fully explore some of the concepts discussed in the lecture. The laboratory must be taken concurrently with PHY 100. (Cannot be included in the major.) (Spring)

**101-102. General Physics (Q)(N)(L)** (4 sem. hrs.). A yearlong sequence that covers the principles and methods of physics with applications to mechanics, heat, sound, electricity, magnetism, light and optics and modern physics. This class meets three recitation hours and one 2-hour laboratory period per week. Laboratory must be taken concurrently with the lecture. Recommended for Biology and related majors. Prerequisite: Two years of high school mathematics including algebra (for PHY 101); Prerequisite: MTH Placement MTH 115, or higher; and C- or higher in PHY 101 for PHY 102. It is strongly recommended that these prerequisites be met no earlier than 2 years prior to enrolling in this class. (Every year)

**104. Introduction to Photography (F)** (3 sem. hrs.). Provides an introduction to digital photography with an emphasis on the technical aspects of the digital camera. Editing of digital photographs will be done using Adobe Photoshop which will be learned through self-tutorial. Weekly critiques of student work and sample work of various famous photographers will be included. A lab fee will be charged. The class is open to all students. A digital camera is required. This course cannot be applied toward any major or minor. Offered in the Physics department unless otherwise noted. (Fall)

**172. Introduction to Astronomy (N)** (3 sem. hrs.). The main areas covered are the solar system, stars, galaxies, cosmology, and possibility of extraterrestrial life. The amount of emphasis placed on each area may vary according to the individual instructor's interest. (May not be included in Physics major) (Fall and Spring)

**216. Electronics** (4 sem. hrs.). Analysis of modern electronics including DC and AC circuits, semi-conductor devices, and analog circuits. This class covers diode, transistor, and operational amplifier circuits. Applications include power supplies, amplifying circuits, low-pass filters, and high-pass filters. Prerequisite: C- or higher in PHY 102. (Offered Occasionally)

**227-228. Modern Physics I & II** (4 sem. hrs.). Yearlong sequence that covers the theory of relativity, particle aspects of radiation, quantum theory and its application to atoms and nuclei. This class meets three hours of recitation and 2 hours of lab per week. Prerequisites: C- or higher in PHY 102 and at least concurrent enrollment in MTH 307 (for PHY 227); C- or higher in PHY 227 and MTH 307 (for PHY 228). (Offered Occasionally)

**328. Thermal Physics** (3 sem. hrs.). A unified introduction to thermodynamics, statistical mechanics and kinetic theory. Statistical methods, systems of particles, microscopic and macroscopic interpretation of thermodynamic properties, applications of thermodynamics, kinetic theory and quantum statistics. Prerequisites: C- or higher in PHY 228 and MTH 307. (Offered Occasionally)

**331. Electricity and Magnetism** (3 sem. hrs.). Study of the sources, properties and effects of electric and magnetic fields, emphasizing a mathematical description of field phenomena in vacuum and material media. Prerequisites: MTH 307 and a C- or higher in PHY 228. (Offered Occasionally)

**332. Mechanics** (3 sem. hrs.). Origin and development of classical mechanics, mathematical techniques, conservation laws, orbit theory and rigid-body dynamics. Prerequisite: MTH 307 and a C- or higher in PHY 228. (Offered Occasionally)

**337. Optical Physics** (3 sem. hrs.). An introduction to physical optics, quantum theory of light, optical spectra and laser optics. Wave nature of light, interference, diffraction, optics of solids, opto-electronics, light quanta, optical spectra and laser optics. Prerequisites: C- or higher in PHY 228 and MTH 307.

**346. Solid State Physics** (3 sem. hrs.). Introduction to the physics of solids, crystallography, phonons, band theory, and the origins of magnetism. Semiconductors and superconductors are also discussed. Prerequisites: C- or higher in PHY 228 and MTH 307. (Offered Occasionally)

**370. Internship** (4 to 15 sem. hrs.). Qualified students may receive credit for off-campus experience in an industrial or government laboratory. Departmental approval is required.

**391. Advanced Laboratory** (2 sem. hrs.). Experiments selected from mechanics, heat, acoustics, optics, spectroscopy, electromagnetism, electronics, radioactivity and nuclear physics. Qualified students may select project or research activities with approval of instructor. Six hours of laboratory and library work each week. This is the junior level discipline specific communication requirement for the physics major. Prerequisite: C- or higher in PHY 228 and MTH 307; COM 100; ENG 101. Open to juniors and seniors. (Offered Occasionally)

**402. Physics Seminar** (1 sem. hr.). Student and faculty reports on current areas of research in various fields of physics. Object is to help the student learn how to present technical material and to promote discussion and independent study.

**451, 452. Independent Study** (1-3 sem. hrs.). With the consent of department chairman, student may do independent work on a program in experimental or theoretical physics.

**475, 476. Honors Course** (3 sem. hrs.). Permission of chair required. To achieve Departmental Honors.

**490. Physics Capstone** (2 sem. hrs.). The course is required of all physics majors and is to be taken during the junior or senior year. A laboratory research project performed during the semester is to be written up. Two oral presentations of this work will be given to general student and professional peer groups. Open to juniors and seniors. Prerequisite: C- or higher in PHY 391; COM 100; ENG 101. This is the senior capstone experience for the physics major.

## **POL–Political Science**

**125. Introduction to Politics and Government** (S) (3 sem. hrs.). This course introduces basic concepts for the study of politics and government. It describes how political forces influence government actions at the local, national and international level. It explores ideas about the role of government in society and provides a comparative overview of current government practices throughout the world.

**200. Introduction to Political Philosophy** (3 sem. hrs.). The normative tradition and great thinkers in political inquiry. (Spring)

**221. Global Politics** (S) (G) (3 sem. hrs.). Introduction to the study of international relations between—and comparisons of—nation states, economic actors, international organizations, and the peoples of the world. Students with POL 121 credit will not receive additional credit. (Fall and Spring)

**227. American National Government** (S) (3 sem. hrs.). Introduction to American political thought, national political institutions and policy making, participation in the political system, and current issues in American society. Students with POL 127 credit will not receive additional credit. (Fall and Spring)

**235. The Constitution and the Structure of Government: Struggles for Power** (3 sem. hrs.). Introduction to the Constitutional framework of the United States government and the role of the Supreme Court in interpreting the Constitution. Prerequisite: Sophomore or greater standing. (Fall)

**236. The Supreme Court and Individual Rights** (3 sem. hrs.). The study of the fundamental legal issues relating to personal liberties and justice in the United States with particular emphasis on the freedom of speech, freedom of religion and the rights of the accused in the criminal justice system. Prerequisite: Sophomore or greater standing. (Spring)

**237. Local U.S. Government** (3 sem. hrs.). A study of local government institutions, practices, and issues, with an emphasis on local government and administration in Ohio. The course will introduce comparative materials where appropriate to better explore linkages between local and central governance, both theoretical and actual. (Fall)

**240. African Politics** (S) (G)(P) (3 sem. hrs.). This course will explore the problems of nation-building as illustrated by the experiences of the post-independence societies of Sub-Saharan Africa. The interrelationship of political, social and economic forces as well as the role of external actors and forces, including the international community, will be analyzed. The course will also focus upon interstate conflict and cooperation as well as subnational rivalries and processes. (Spring)

**250. Latin American Politics** (3 sem. hrs.). An examination of the political systems of Latin America, with an emphasis on models of change and development, and the relationships between Latin America and the larger global environment. (Spring)

**263. European Politics** (S) (G) (3 sem. hrs.). This course introduces European political, economic and security relationships at the national, subnational and supranational levels. The structure and behavior of competing organizations and actors will be examined to help determine the future direction of the European Community, the nation state and regional security arrangements. (Fall odd-even years)

**270. Asian and Pacific Rim Politics** (S) (G) (3 sem. hrs.). An examination of the political systems of Asian and Pacific Rim states with particular emphasis on ethnic conflict, economic development and environmental issues as representative political issues. (Fall odd-even years)

**283. Politics of the Middle East** (W) (S) (G) (3 sem. hrs.). This course examines the contemporary Middle East. Country studies will be emphasized as will regional topics such as political, economic, and human development, the Arab-Israeli conflict, disputes between Shi'a and Sunni, political Islam, Islamic militancy, i.e., Jihadism, resources (particularly oil, natural gas, and water), and foreign (especially American) involvement. (Fall of odd-even years)

**293. Introduction to Canada** (W)(H)(G) (3 sem. hrs.). This interdisciplinary course serves as an introduction to Canada—its politics, economics, society, and culture. Topics covered include Parliamentary government, federalism, regional identities, Québec separatism, NAFTA, Canada–U.S. relations, and Canadian foreign policy. (Fall even-odd years)

**304. Congress** (S) (3 sem. hrs.). The least popular of our three branches of government is, ironically, the one most democratic in process and the one most reflective of its constituents --us. Through research and role-playing, students will examine the social, political, and procedural complexities of the U.S. Congress and their impact upon law-making and governance. Student who have successfully completed POL 380 Tp Politics & Government: Congress will not receive additional credit. (Spring odd-even years).

**313. National Security Investigations** (3 sem. hrs.). National Security Investigations (NSIs) of foreign threats—most often from international terrorists and foreign intelligence services—are unique in law and concept. This course will examine the authorities, tools, and purposes of NSIs and consider the controversy over their use. (Fall odd-even years)

**315. Art and Espionage: The Morality of Spying in Film and Literature** (H) (3 sem. hrs.). Our spies are heroes: those who spy against us are villains and traitors. Through film and literature, this course considers the moral implications of espionage for us as a nation and for the community of nations. Students that have earned credit for this course as COR 300 are not eligible for additional credit. (Spring even-odd years)

**322. Parties, Interest Groups and Elections** (3 sem. hrs.). This course will focus on the principal forms of political participation in the United States. It will explore how political parties and the individual candidates and citizens affect government policies through their participation in elections, legislative bodies and

government agencies. The course will examine the different ways in which citizens participate in political life. It will describe the history of political parties in the United States and the changing bases of partisan support. Recent elections will serve as examples of the changing nature of the electoral system and we will explore the ways in which new technologies have changed the way partisan forces reach mass audiences. Topics will include political communication, fund raising, campaign finance laws, and the issues that have defined recent political conflict. The course will also contact electoral politics with interest group politics, the politics of direct lobbying of legislators and administrative personnel. Furthermore, it will contrast political participation in the United States with political participation in other democratic societies and in non-democratic systems. (Fall odd-even years)

**323. Political Culture (R)(H) (3 sem. hrs.).** An exploration of political culture in the United States. The course will examine the attitudes and beliefs of citizens with respect to government and the political process and address the historical development of political culture in the United States as well as compare political culture in the United States with political culture in other societies. (Fall odd-even years)

**324. American Foreign Policy (W) (S) (3 sem. hrs.).** This is an advanced course in American foreign policy that will discuss themes, issues, and subjects. Themes include exceptionalism, militarism, hegemony, and empire. Issues include executive decision-making, departmental policy-making, Congressional prerogative, and the role of media and public opinion. Subjects include U.S. strategy and policies vis-à-vis various countries and regions. (Spring even-odd years)

**344. Research Methods (Q) (3 sem. hrs.).** An advanced course in research methods: this course will assist students with library research, review the basic operations of confirmatory data analysis and explore computer-based exploratory data analysis techniques. Laboratory experience included in the course. Prerequisites: COM 100; ENG 101; Prerequisite: MTH Placement MTH 115, or higher. (Fall)

**361. Model United Nations I (3 sem. hrs.).** This course examines the United Nations—its foundations, charter, organization, protocols, and policies. Students will participate in a Model United Nations conference. At this simulation, they will represent a country. Knowledge about that country will be acquired throughout the semester. Each student will serve as a delegate on a UN committee. Students with POL 360 credit may not receive additional credit depending on total credit hours earned in POL 360. (Spring)

**362. Model United Nations II (3 sem. hrs.).** This course examines the United Nations—its foundation, charter, organization, protocols, and policies. Students will participate in a Model United Nations conference. At this simulation, they will represent a country. Knowledge about that country will be acquired throughout the semester. Each student will serve as a delegate on a UN committee. Prerequisite: POL 361. Students with POL 360 credit may not receive additional credit depending on total credit hours earned in POL 360. (Spring)

**370. Internships in Political Science (1-15 sem. hrs.).** Opportunities for experiential learning in law and public affairs at the local, state and federal levels. Permission of the department required.

**376. Global Issues I: War and Peace (S) (G) (3 sem. hrs.).** The evolution of warfare in human society and the parallel development of alternatives to violence are examined. The writings of major military philosophers and historians, as well as modern analysts, are used to illuminate the nature of war, arms races and the relationships between war, nation states, technology and politics. The latter part of the course focuses upon theories and methods of non-violent conflict resolution. Open to juniors and seniors. Prerequisites: COM 100; ENG 101. (Spring)

**377. Global Issues II: Human Rights and Social Justice (W) (S) (3 sem. hrs.).** Why are there such disparities between wealth and poverty within and between nations? How can governments respect divergent beliefs and behaviors while maintaining cohesion and sustaining common purpose? This course will explore the challenges of providing human rights, economic justice and basic political freedoms within and between states. Prerequisites: COM 100; ENG 101. (Spring even-odd years)

**379. Global Issues: Political Development (R) (3 sem. hrs.).** This course examines the growth and development of political institutions in less industrially developed societies. It will explore the impact of colonialism, traditional forms of economic dependency and globalization on current political regimes. The course will examine trade agreements and regional compacts and such topics as colonialism, revolution, state capitalism, neo-colonialism, democracy, dependency theory, the IMF and the World Bank, structural adjustment, the World Trade Organization, NGOs and international debt obligations. The course will evaluate the extent to which central governments exercise authority over their respective territories and discuss the problem of the “failed state.” (Spring)

**380. Topics in the Study of Politics and Government (3 sem. hrs.).** An exploration of an aspect of the methodology of politics science and/or a topic in the study of politics and governance.

**389. Intelligence Operations (3 sem. hrs.).** The collection, analysis, and policy use of foreign intelligence is a clandestine and classified activity that exists uncomfortably, politically and legally, within our democratic form of government. This course examines the issues and accommodations in our use of intelligence operations in support of national security. (Spring odd-even years)

**401, 402. Independent Study (1 to 4 sem. hrs.).** With the instructor’s approval the student may do independent reading or research.

**403. New Approaches to Politics and Government (1 sem. hr.).** Reading and discussion of current writings in the field of political science, the nature of government, current political issues and significant governmental policies. (On demand)

**409. Capstone in Political Science (3 sem. hrs.).** An examination of political science career paths, the

preparation of research papers on selected topics, and the further development of knowledge in the field, as well as research, writing and oral communication skills. This course emphasizes the study of American politics. Students who have a strong interest in global affairs, may with permission instead take ITS 409 - the capstone course in International Studies. Prerequisites: COM 100; ENG 101. (Fall)

**475, 476. Honors Course** (3 sem. hrs.).(Offered on demand). Series offered to achieve Departmental Honors. (Offered on demand).

## **PSY–Psychology**

**101. General Psychology** (R)(S) (3 sem. hrs.). Introduction intended to acquaint student with the scope of psychological phenomena and methods of the psychologist and to survey fundamentals of human behavior. (Fall and Spring)

**200. Explorations in Psychology** (1 sem. hr.). This course will address writing for psychology, careers in psychology, and graduate training in psychology. The course will also require a service learning component. The course should be taken after the student has completed 45 credit hours, but before completing 75 credit hours (second semester of sophomore year or first semester of junior year). Prerequisites: PSY101 and one additional psychology course. (Fall and Spring)

**201. Research Methods and Data Analysis I** (Q)(W) (4 sem. hrs.). Introduces student to experimental techniques and research tools and the statistical procedures used to analyze the data obtained through these methods. Students who have earned credit in PSY 307 are not eligible to take this course. Prerequisites: PSY 101, and MTH 090, or placement into MTH 115 or higher; COM 100; ENG 101. Open to sophomores and juniors. (Fall only)

**202. Research Methods and Data Analysis II** (3 sem. hrs.). Original student research conducted and analyzed utilizing the background developed in PSY 201. Students who have earned credit in PSY 308 are not eligible to take this course. Prerequisites: PSY 201; COM 100; ENG 101. Open to sophomores and juniors. (Spring only)

**206. Child Psychology** (R) (S) (3 sem. hrs.). This course introduces students to scientific and theoretical aspects of child development from birth to adolescence with a focus on psychological development. Prerequisite: PSY 101. (Spring)

**207. Adolescent Psychology** (R) (S) (3 sem. hrs.). Course addresses normal intellectual, emotional, moral, and social growth in the teen years. Problems that affect individuals and family relationships in this age range will also be addressed. Prerequisite: PSY 101. (Fall)

**209. Abnormal Psychology** (S) (3 sem. hrs.). This course introduces students to such concepts as mood disorders, schizophrenia, and personality disorders and provides a discussion of related phenomena. Prerequisite: PSY 101. (Spring)

**305. Adult Development** (R) (3 sem. hrs.). This course exposes students to current theories and research on adult development. Topics include cognitive changes with age, social factors in aging, family issues, changes in the concept of career and employment, ageism, personality changes, and health concerns. Prerequisites: PSY 101 or permission of instructor. (Fall odd-even years)

**309. Psychology of Women and Gender Development** (3 sem. hrs.). Examination of sex role stereotyping, research on sex differences in abilities and achievement, sex role development, sex roles in marriage and family, careers and the politics of power, women's ways of knowing, women's development of self, sex differences in communicative styles, ethnicity in women, mental health in women, interrelationships between language, status and power. Prerequisite: PSY 101, Junior or Senior status. (Spring of odd-even years)

**310. Social Psychology** (3 sem. hrs.). Course designed to study such topics as aggression, persuasion, conformity, obedience, attitude change, interpersonal attraction and prejudice. Students who have credit for PSY 210 are not eligible to take this course. Prerequisite: PSY 101. (Spring only)

**313. Media, Popular Culture, and Psychology** (3 sem. hrs.). This course explores psychological issues using original source readings and discussions about issues raised in the media and popular culture (e.g., film, television). The class focus is to integrate and apply psychological theories and concepts to real-world issues as portrayed in the media. Prerequisites: PSY 101 or permission of instructor. (Spring even-odd years)

**316. Cognition** (3 sem. hrs.). Examination of theories and research about human thinking, memory, concept formation, problem solving, creativity and language. Prerequisite: PSY 101. (Offered Fall of even-odd years)

**317. Psychology of Personality** (3 sem. hrs.). Study of theories of personality, both past and present. Prerequisite: PSY 101 and 209. (Spring of odd-even years)

**321. The Brain and Behavior** (R)(W) (3 sem. hrs.). This course will introduce students to the brain-behavior relationships that underlie various cognitive, behavioral, and affective processes. To begin to understand these relationships, the student will investigate the basic elements of neuroanatomy, physiology, and cellular biology, will consider specific cognitive, perceptual, affective, motor, and body regulatory functions, and will be introduced to strategies designed to improve physiological conditions through psychological mechanisms. Prerequisite: PSY 101 and Bio 110 or 123, or permission of the instructor. (Fall)

**337. Positive Psychology** (3 sem. hrs.). Positive psychology is the scientific study of positive experience, positive individual traits, and the institutions and practices that facilitate their development. This course reviews the history of positive psychology and the contributions this new field has made to several traditional research areas in psychology. Areas of controversy (e.g., what is happiness, how should we

measure it, what determines it, can and should we deliberately increase it) will be critically examined with consideration given to conflicting viewpoints and their respective empirical support. Prerequisites: PSY 101 or permission of instructor. (Fall even-odd years)

**370. Internship** (1 to 15 sem. hrs.). Supervised off-campus work experience in mental health-related job; site and schedule must be determined by student with Psychology Department approval. Credit is given only if work is monitored by a Heidelberg psychology faculty member. Prerequisites: (Open to juniors and seniors); PSY 209; also PSY 206 is recommended if internship is for children. PSY 207 is recommended for sites concerned with adolescents. See Psychology Department chair for permission to register, and for a list of internship opportunities. If PSY 370 is selected for the Junior Experience requirement, then a maximum of 12 additional credits of PSY 370 may be taken.

**371. Independent Research Project in Psychology** (3 sem. hrs.). Also known as the Junior Experience in Psychology, students are invited to complete an independent research project, under the supervision of a member of the psychology faculty, and present their research findings at an appropriate opportunity (Student Research Conference, Psychology Day, or at a professional conference). Prerequisites: PSY 101, 201 and 202; Departmental approval of research topic.

**372. Study Abroad** (3 sem. hrs.). Also known as the Junior Experience in Psychology, students are invited to pursue a course of study that includes psychology, and write a paper to be presented at an appropriate opportunity (Students will enroll in this course during the semester in which they will make their presentation, at either the Student Research Conference or Psychology Day). Prerequisites: PSY 101; Departmental approval of study abroad course.

**403, 404. Individual Research** (1 to 3 sem. hrs.). Prerequisites: PSY 101, 307 and 308. Semester or entire year. Admission with consent of supervising professor.

**406. Sport Psychology** (3 sem. Hrs.). This course is an introduction to the science and study of sport psychology. Topics to be studied include the definition of sport psychology, the activities of sport psychologists, understanding the participants in sport psychology, the environments in which sport psychology functions, and other topics that relate to the science and practice of sport psychology. Prerequisite: PSY 101, plus one additional psychology course at the 300 level, or permission of the instructor. (Spring even-odd years)

**407. Multicultural Psychology** (G) (3 sem. hrs.). Multicultural psychology investigates the influence of sociocultural factors on human thought, development, and behavior. The course will investigate how psychology concepts and findings might be influenced by factors such as race, ethnicity, gender, and class. The course has a multidisciplinary focus in which psychology is related to other fields such as anthropology, economics, political science, and sociology. Students will learn to analyze and integrate knowledge from various sources including readings, scientific literature, and the popular media. Prerequisites: PSY 101, and one additional course in psychology, or permission of the instructor. (Spring odd-even years)

**413. Psychopharmacology** (3 sem. hrs.). The effects of psychoactive drugs on neurochemical, mental, and behavioral processes, including a consideration of drugs used to treat emotional disorders. Prerequisite: PSY 101. (Spring of even-odd years)

**416. Counseling and Clinical Methods** (3 sem. hrs.). A survey of the methods of clinical psychology, with an emphasis on counseling techniques, and the use of scientifically-proven treatments. Prerequisite: (Open to juniors and seniors); PSY 209. (Fall)

**417. Psychological Assessment: Theory and Practice** (3 sem. hrs.). Introduction to use of individual, group, objective and projective techniques in evaluating human characteristics. Prerequisites: PSY 101 and PSY 201. (Fall of odd-even years)

**426. Advanced Clinical Methods** (3 sem. hrs.). This course explores clinical techniques and theories underlying the best practices approach to the delivery of clinical services. Interviewing techniques, development of empathy, rapport building, and recent advances in therapeutic approaches will be discussed. The course contains a significant amount of role playing. Critical thinking about the nature and process of change will be emphasized. Prerequisites: PSY 101, PSY 209, and PSY 416. (Spring)

**435. Special Topics in Psychology** (3 sem. hrs.). Focus in this course will rotate with the interest of the faculty member offering it. The special topics covered in the course will typically incorporate in-depth investigations of "hot" or specialized issues relevant to the field of psychology. Students may repeat the course once under a different subtitle. Prerequisites: PSY 101 and six hours of psychology beyond the 101 course, or permission of the instructor. (Spring)

**451, 452. Readings in Psychology** (2 sem. hrs.). Supervised readings about a topic of individual student's choice, by permission of a professor of student's choice. Prerequisite: PSY 101, 307 and 308. Semester or entire year.

**469. Human Sexuality** (3 sem. hrs.). This course is a survey of human sexuality, focusing on the biological, psychological, developmental. And behavioral issues involved with sexuality. Sexual attitudes, values, dysfunctions, and gender issues will also be discussed. Prerequisite: PSY 101 or permission of the instructor. Students who have taken this course as a Special Topic are not eligible to take this course. (Fall)

**475, 476. Department of Psychology Honors** (3 sem. hrs. each). Commensurate with the Department's goal of providing opportunities for in-depth psychological study, Psychology majors are encouraged to earn the graduation citation "Honors in Psychology" through the Department of Psychology honors program. Students who complete an independent honors thesis with distinction, as determined by vote of the department, and who satisfactorily pass a departmentally instituted comprehensive examination, shall

graduate with the distinction of Honors in Psychology. (Fall and Spring; The procedure for graduating with departmental honors is articulated elsewhere in this catalog.)

1. Requirements for Admission to Departmental Honors Program

A student must be admitted no later than the end of the second semester of the junior year. (Contact the Department Chair for application information.) In addition, the following criteria must be met for admission to the program:

A. An overall GPA of 3.0 or higher.

B. A GPA in Psychology courses of 3.4 or higher.

C. Successful application into the department honors program, which includes a clearly articulated and well-defined area of study.

2. Requirements for Graduation with Honors in Psychology

Honors students must meet all Requirements for Admission, described above. In addition the student must complete PSY 475 & 476, which includes the completion of an Honors Proposal, an Honors Thesis, and passage of a comprehensive psychology exam.

The final GPA in all Psychology courses must be 3.4 or higher.

**491. Classical, Contemporary, and Ethical Issues in Psychology (R) (W) (3 sem. hrs.).** This course will investigate classic issues and debates from the history of psychology, and will also consider contemporary issues in the research and practice of psychology. Students will evaluate the values, standards, and ethical ideas that guide professional applications of psychology in teaching, research, and practice, including an in-depth exploration of ethical principles and professional codes of conduct. Students will also reflect on their undergraduate major in psychology, and will evaluate their post-graduation goals. Prerequisite: PSY 101 and at least 4 PSY courses beyond 101; ENG 101; COM 100. Open to juniors and seniors. (Fall only)

## **REL-Religion**

**109. Judaism, Catholicism and Protestantism (R)(H) (3 sem. hrs.).** An introduction to the scriptures, history and beliefs of Judaism, Catholicism and Protestantism, with the purpose of helping students understand their own traditions and also those of other people.

**201. Introduction to the Old Testament (R)(H) (3 sem. hrs.).** Survey of the Old Testament focusing on historical background, types of literature and central message. Recommended as background to Religion 202. (Open to first-year students.) (Fall)

**202. (Open to first-year students.) (Fall)**

**202. Introduction to the New Testament (R)(H) (3 sem. hrs.).** Introduction to the literature and thought of the New Testament, focusing on synoptic accounts of Jesus, letters of Paul and Gospel of John. (Open to first-year students.) (Spring)

**204. Religions of the World (R)(H)(G) (3 sem. hrs.).** History and beliefs of major religions in the world today, with special attention to Hinduism, Buddhism, Islam, and Christianity.

**250. Christian Social Ethics (R)(W)(H) (3 sem. hrs.).** Ethical principles of the Judeo-Christian tradition and their import for the family, economic order, state and world community. (Open to first-year students.) (Fall of odd-even years)

**302. Topics in Biblical Literature (R)(W)(H) (3 sem. hrs.).** Study of selected topics in the thought and literature of Old and New Testaments, such as creation and history, covenant formulations, Second Isaiah, problem of the historical Jesus, and gospel of John. Prerequisites: REL 201 or 202. (Spring of odd-even years)

**308. History of Christian Thought (R)(W)(H) (3 sem. hrs.).** Survey of Christian thought from the close of the New Testament period to modern times. Emphasis on major movements and figures, with some attention to current intellectual, social, and historical developments. Students may do research on a major figure in Christian thought. (Fall of even-odd years)

**309. Contemporary Christian Thought (R)(W)(H) (3 sem. hrs.).** Study of the fundamental beliefs of Christianity and their meaning for modern personal and social life. Prerequisites: Open to juniors and seniors; COM 100; ENG 101. (Spring of even-odd years)

**339. Topics in Religion (H) (2 sem. hrs.).** Seminar on selected topics of interdepartmental significance. Prerequisite: three hours in religion. (Offered on occasion)

**340. Topics in Religion (R)(H) (2 sem. hrs.).** Seminar on selected topics of interdepartmental significance. Prerequisite: three hours in religion. (Offered on occasion)

**370. Internship (4 sem. hrs.).** Supervised experience in a local church or similar setting. Prerequisite: two courses in religion. Hours do not count towards the hours required by the major. (Fall and Spring)

**413, 414. Independent Study (W)(H) (1 to 3 sem. hrs.).** Systematic guided reading and the preparation of a paper. Prerequisite: nine hours in religion and permission of the instructor. (Maximum six hours)

**475, 476. Honors Course (W)(H) (3 sem. hrs.).** (Offered on demand). Series offered to achieve Departmental Honors.

**490. Senior Seminar (H) (2 sem. hrs.).** This capstone course involves preparation and presentation of a research paper on a selected topic in the study of religion. Required of all majors; minors need permission of instructor. Prerequisites: Senior religion major or permission of the instructor; COM 100; ENG 101. (Spring)

## **SDN-Self-Designed**

**370. Internship (3-6 hr):** Supervised off-campus work experience. Site and schedule must be determined



by student with approval of faculty mentor and Self-Designed Studies committee chair. Internship Contract must be completed prior to registration. This is one of the options for the Junior Year Experience, and may fulfill the Junior Level Discipline Specific Communication (JWO) Requirement. Pre-requisites: Junior or Senior standing, Self-Designed Studies major. (Fall or Spring)

**371. Independent Research Project** . (3 hr) Students are invited to complete an independent research project under the supervision of a faculty member, and present their research findings at an appropriate public forum. This is one of the options for the Junior Year Experience, and may serve as the Junior Level Discipline-Specific Communication (JWO) Requirement. Pre-requisites: Junior standing, Self-Designed Studies status. Permission of faculty mentor and Self-Designed Studies Committee chair is required. (Fall or Spring)

**372. Study Abroad or Study Away** (1 hr). Students are invited to pursue off-campus study that complements their Self-Designed Studies major. Upon returning to campus, students will enroll in this course. They will write a reflection paper and make their presentation at an appropriate public forum. Prerequisites: Junior Standing, Self-Designed Studies status, and approval of the Self-Designed Studies Committee chair. This is one of the options for the Junior Year Experience, and may fulfill the Junior Level Discipline-Specific Communication (JWO) Requirement. (Fall or Spring)

**400. Portfolio** (1 hr). Student will work independently with two mentors to present a portfolio of significant projects developed throughout his/her tenure at Heidelberg. Connecting text should link projects from the selected departments in the Self-Designed Studies major, and explain their significance in the student's development. Text itself should include latest research in the area of student's interest. Portfolio will be in an electronic format if possible. A public presentation will be required. Permission of Chair of Self-Designed Studies Committee is required. (Fall or Spring)

## **SPA – Spanish**

**101-102. Elementary Spanish** (3 sem. hrs.). These courses introduce students to the fundamentals of the language and culture through the basic skills: listening comprehension, reading, writing and speaking. SPA 101 is for students with no previous training in Spanish. SPA 102 is for students who have completed SPA 101 or one to two years of high school Spanish. (Every year)

**201-202. Intermediate Spanish** (3 sem. hrs.). Review and further study of fundamentals in Spanish. Emphasis on reading and writing. Prerequisite: 101, 102 or two years of high school Spanish or equivalent. (Every year)

**290. Study Abroad Preparation** (G) (1 sem. hr.). This course prepares students for their study abroad experience in a Spanish-speaking country through readings and reflections on the cultural differences that they are likely to experience. Students will also develop a viable proposal for their capstone research projects, which will include data collected while abroad. The final capstone paper and presentation will be complete upon students' return to campus in SPA 490, Spanish Capstone Course.

**305. Introduction to Conversation** (3 sem. hrs.). Oral practice to develop communicative proficiency. Vocabulary building and role playing dealing with practical situations. Prerequisite: SPA 202 or equivalent.

**307. Composition I** (3 sem. hrs.). Selected grammar review and application through controlled writings. Prerequisite: SPA 202.

**319. Spanish Inside Out I** (3 sem. hrs.). Development of reading skills by reading, discussing, and writing about a variety of texts, vocabulary building and study of difficult grammatical structures. Prerequisite: SPA 202.

**320. Spanish Inside Out II** (3 sem. hrs.). Development of reading skills by reading, discussing, and writing about a variety of texts, vocabulary building and study of difficult grammatical structures. Prerequisite: SPA 202.

**321. Survey of Latin American Literature** (H)(G) (3 sem. hrs.). A survey of Latin American literature from the precolonial period to the present. Prerequisite: SPA 202.

**325. Spanish Literature Survey** (G) (3 sem. hrs.). A survey study of Spanish (Peninsular) Literature from Golden Age to the present. Prerequisite: SPA 202.

**330. Contemporary Latin American Narrative** (H)(G) (3 sem. hrs.). Socio-historical and ideological study of the New Latin American Narrative with emphasis on "Magic Realism" and "Post - Boom" works. Prerequisite: SPA 202.

**333. Spanish Culture and Civilization** (H)(G) (3 sem. hrs.). A study of the culture and civilization of Spain from its origins to the present. Topics include geography, history, art, architecture, music, literature. Prerequisite: SPA 202.

**334. Latin American Culture and Civilization** (G) (3 sem. hrs.). A study of the culture and civilization of Latin America from its origins to the present. Topics include geography, history, art, architecture, music, literature. Prerequisite: SPA 202.

**335. Hispanic Literature for Children and Young People.** (3 sem. hrs.). Familiarization with significant classical and contemporary Spanish texts from a variety of genres for children and young people; practice in planning and implementing strategies for sharing these texts with an audience, especially with children and young people in the schools; experience in use of appropriate technology to gather information, keep abreast of developments, prepare and deliver presentations. Prerequisite: SPA 202.

**340. Guided Study** (3 sem. hrs.). Study of topics in literature or language not covered by regular course

offerings. Independent work under close supervision and tutorial arrangements. Previous approval of faculty necessary for enrollment. Prerequisite: SPA 202.

**370. Internships** (3 to 15 sem. hrs.). Practical on-the-job experience for upper-class students. Previous approval of Department faculty and The Office of Career Planning and Placement necessary.

**401, 402. Independent Study** (1-3 sem. hrs.). Independent research and final paper on subjects in literature or language not covered by regular course offerings. Previous approval of faculty necessary for enrollment. Prerequisite: SPA 202.

**411. Special Topics in Hispanic Literature** (3 sem. hrs.). An in-depth study of specialized topics in Spanish (Peninsular) or Latin American Literature as selected by the Spanish faculty. Prerequisite: SPA 202.

**412. Special Topics in Spanish Language** (3 sem. hrs.). An in-depth study of specialized topics in the Spanish language as selected by the Spanish faculty. Prerequisite: SPA 202.

**475-476. Honors Course** (3 sem. hrs.). Series offers a major research project to achieve Departmental Honors. By prior arrangement with the staff.

**489. Spanish Portfolio** (G) (1 sem. hr.). The course encourages and supports students in developing speaking and writing skills in the target language. It monitors their progress toward the goal of achieving the ACTFL Advanced Level of Proficiency in speaking and writing by the time they graduate. Freshmen get acquainted with the objectives of the course during a meeting of majors. Sophomores collect baseline speaking and writing samples in SPA 290. Juniors generate and collect a large number of speaking and writing samples during their study abroad. Seniors register for the course, and speaking and writing samples completed during their senior year and organize their language samples into a portfolio. Offered every year, usually first semester. Prerequisite: completion of study abroad; COM 100; ENG 101. Satisfies the junior level discipline-specific communication requirement. Completion of the ACTFL Oral Proficiency Interview (OPI) and of the Writing Proficiency Test (WPT) is required for this course.

**490. Spanish Capstone Course** (1 sem. hr.). This is a culminating course for students completing the Spanish major. In the format of a writing workshop, students prepare a paper based on the original research project which they proposed in SPA 290, Study Abroad Preparation. During their time abroad, students collect data for the project, which is written, revised, and presented in SPA 490. This course also complements SPA 489, Spanish Portfolio. Offered every year, usually during the first semester. Prerequisite: completion of study abroad; COM 100; ENG 101.

## **THR-Theatre**

**105. Play Production: Stagecraft** (3 sem. hrs.). A practical course that familiarizes students with the basic areas and theory of set design, set construction, lighting, sound, costuming, props, and stage management. Students must sign up for 1-hour laboratory period outside of the three-hour instructional class time. Especially recommended for the prospective public school teacher. (Fall and Spring)

**150. Introduction to the Theatre** (F) (3 sem. hrs.). Understanding the theatre's nature and historical significance as well as the contributions of playwright, director, actor, designer and critic. Student preparation includes attending plays and/or involvement with a production. (Fall and Spring)

**207. Acting** (F) (3 sem. hrs.). Stresses theory and principles of acting. Designed to meet needs of those directly concerned with theatre production. Laboratory exercises progress from simple group and individual improvisations to acting in cuttings from great dramas. (Fall and Spring)

**215. Discover the Body Through Movement** (P) (1 sem. hr.). Through total body conditioning, increase physical fitness, spatial and body awareness, communication through movement, and confidence while exploring human anatomy and its efficient function. Exercises, based in dance and post-modern body work, will focus on the unification of breath to movement, stability and bodily alignment, grounding to the floor, and relaxation. While providing specific knowledge for applications to the stage, the course will also focus on practical applications for lifelong fitness. (Fall)

**216. Introduction to Dance Technique** (P) (1 sem. hr.). Explore the body's unique abilities through ballet, modern, and jazz dance. Classes will focus on becoming familiar with terminology common to many dance forms and how to execute the movements described. (Spring)

**219. Experiential Learning in Theatre Production** (F) (1 sem. hr.). Minimum of 45 hours of work on a production project. Projects can be from any design field, technical direction, stage management, or major crew responsibility. Students will complete a journal of reflections on that work. (Fall and Spring)

**220. Experiential Learning in Theatre Performance** (F) (1 sem. hr.). Minimum of 45 hours of rehearsal time and successful completion of performance schedule in a major theatre production. Students will complete a journal of reflections on rehearsal and performance work. Prerequisite: Permission of the instructor. (Fall and Spring)

**306. Play Production: Directing** (F) (3 sem. hrs.). The director's role in the theatre with specific practice in the selection and analysis of a play, coordination of related technical areas and directing the actor. Each student prepares and presents scenes from selected plays and a one-act play, as part of the Heidelberg Season. (Fall of odd-even years)

**307. Advanced Acting** (F) (3 sem. hrs.). Theory and practice in specialized areas of acting with a semester's concentration on one stylistic approach such as Greek tragedy, Renaissance tragedy or comedy, Commedia dell'Arte, mime, Chekhovian drama, theatre of the absurd, or acting in film and television. Prerequisites: THR 207. (Spring)

**308. Directing for the Camera** (3 sem. hrs.) The director's role in film production with emphasis on the creation of original work. Completed films will be shown as part of the Heidelberg Season. Prerequisite: MED 205 and MED 226. (Fall of even-odd years)

**320. Play Production: Musical Theatre** (F) (3 sem. hrs.). Practical study of the history and development of the musical theatre with emphasis on the actor's, stage director's and choreographer's roles. Students will gain experience in analysis, preparation, and staging of musical numbers from standard operettas and musical plays. (Offered Occasionally)

**325. Drama to 1900** (H) (3 sem. hrs.). Beginning with the classic theatre of Greece and Rome, the student is introduced to major playwrights of the theatre from ancient times to 1900. Student preparation includes extensive reading of great dramas and representative plays from world literature. Prerequisite: THR 150 (Spring of odd-even years)

**327. Modern Drama** (H) (3 sem. hrs.). Survey of the major plays and trends of the modern theatre beginning with the contributions of Ibsen and Strindberg and including such contemporary figures as Albee, Ionesco and Beckett. Prerequisite: COM 100; ENG 101; THR 150. (Spring of even-odd years)

**345. Selected Topics** (1-3 sem. hrs.). Study of selected topics in theatre of interest to upper level students and staff. Topics offered will concern areas not commonly stressed in regular courses. (Offered occasionally)

**370. Internship** (3 to 15 sem. hrs.). Departmental permission required. (Fall and Spring)

**407. Advanced Acting II** (F) (3 sem. hrs.). Additional theory and practice in specialized areas of acting. Prerequisites: THR 207 and 307. (Spring)

**451, 452. Independent Study** (1-3 sem. hrs.). Individual research under the direct supervision of a departmental faculty member. Opportunity for advanced work in theatre arts areas of special interest to the student. Prerequisite: Permission of the instructor. (Fall and Spring)

### **WGS-Women's and Gender Studies**

**100. Introduction to Women's and Gender Studies** (H) (3 sem. hrs.). Interdisciplinary approach to the study of gender and its intersections with ethnicity, class, and sexuality. Topics will include the social construction of gender, privilege and inequality, health and reproductive rights, family values, and gender dynamics in the workplace. (Spring)

**300. Topics in Women's and Gender Studies** (3 sem. hrs.). Study of selected topics in women's and gender studies. Topics offered will concern areas not commonly stressed in regular courses. Prerequisite: WGS 100 or permission of instructor. (Spring of odd-even years)

**400. Gender Theory** (H) (3 sem. hrs.). An overview of major authors and works in feminist, masculinity, and queer theories. Prerequisite: Junior or Senior standing and WGS 100 or permission of instructor. (Spring of even-odd years)

# Student Life



## ▶ STUDENT AFFAIRS MISSION STATEMENT

In partnership with the Heidelberg University community, the division of Student Affairs will provide a broad range of personal development opportunities while maintaining a shared sense of community in an atmosphere of support, mutual respect and responsible citizenship.

## ▶ THE STUDENT BODY

Heidelberg students do not spend the entire day in the classroom, nor do they find the classroom the only place for the exchange of ideas, self-development, realization of personal goals, social interaction and intellectual stimulation. Residence hall programs contribute to the development of the individual, as do community projects on a paid or voluntary basis, informal gatherings,

Greek functions, faculty-student committee meetings, cultural events and numerous other programs. Heidelberg students represent about 18 states and, with the Heidelberg English Language Institute, numerous foreign countries. This is in keeping with the desire for a cosmopolitan, diversified student body. The natural exchange and assimilation of ideas, regional mores and ethnic differences help broaden a student's knowledge and understanding of other areas, cultures and peoples.

Heidelberg University is affiliated with the United Church of Christ. It is neither sectarian nor evangelistic – students of all religious persuasions are welcome. A full-time campus minister is available to support students in their faith development. Colloquia are held regularly to enhance the liberal arts.

The desire of students to present and participate in worthwhile cultural events contributes to an intellectually stimulating academic climate, all part of the effort at Heidelberg to educate the whole person.

## ▶ RESIDENTIAL LIVING

Residence hall living and special interest housing options are an important aspect of the total experience at Heidelberg University. Students gain valuable social experiences through living with people who share like experiences and values. The University aspires that the group-living experience will be an enjoyable part of college life as well as a learning experience.

Within the eight residence halls, dozen houses and two apartment complexes, room arrangements vary from rooms for two to four students, with a limited number of single rooms. Some rooms have built-in furniture; others have movable furniture that permits flexible arrangement. Toilets and bathing facilities vary from semi-private facilities to bathrooms shared by a number of people. All residence halls, houses and apartments are tobacco free with King and Krieg Halls as alcohol/substance free.

Closets, desks, chairs, and beds are provided in the rooms. Lofts are permitted in Miller Hall, but must meet fire and building codes. Automatic washers and dryers are available in each residence hall.

Special interest housing options are also available to residential students. Upperclass student groups may apply to live in University-owned homes that are characterized as independent housing opportunities for groups of students with a common interest. Theme-based housing is designed to provide opportunities for students to develop initiatives and programs that they feel will enrich Heidelberg University and/or Tiffin City communities through community service.

All full-time students, except those commuting from their parents' home (within 50 driving miles), those married, or single parents with dependent children, those 23 years old or older and those among the designated number of seniors with 2.75 cumulative GPAs, are required to live and board in the residential buildings.

Students living off campus should bear in mind that their conduct reflects upon the University. Should there be a serious breach of conduct on the part of a student residing off campus, he or she may be subject to University discipline.

## ► DINING HALL

All residential students are required to maintain a board plan provided by the University. Hoernemann Refectory, adjacent to Miller Residence Hall, serves breakfast, lunch and dinner Monday through Friday, and a continental breakfast, brunch and dinner Saturday and Sunday. Meal service at Hoernemann is all-you-can-eat during dining service hours. Your meal/student I.D. card will be required for each entry to the Hoernemann dining room.

Heidelberg also offers another dining location in the University Commons. Fireside Café Pub is a public location where students, faculty, staff and community members can enjoy breakfast, lunch and dinner. With a variety of menu options, Fireside is a unique dining facility that students can use their Berg bucks, cash or credit cards.

## ► STUDENT AFFAIRS STAFF

The Student Affairs staff is dedicated to creating and sustaining a supportive environment where each student can learn and grow. Personal, academic, spiritual and professional facets of development are seamlessly integrated through engaging programming, entertaining events that promote fun and school spirit, and critical services that link student experiences inside and outside the classroom.

## ► STUDENT ORGANIZATIONS

Heidelberg University offers over 80 student organizations, which provide opportunities for leadership, service and fellowship. Through the annual registration process, student organizations provide the Office of Student Activities and Leadership Development with up-to-date organizational information. In return the student organizations have all the benefits of an officially recognized Heidelberg University student organization, including room reservation privileges, access to student organization mailbox, free advertising on campus and inclusion on information in university publications. A listing of campus organizations may be found on the Heidelberg website.

## ► FACULTY-STUDENT COMMITTEES

One of Heidelberg's advantages as a small university is that students who are on Student Senate are voting members of 90 percent of the faculty committees, including Academic Assessment Committee, Academic Policy Committee, Community Engagement Committee, Faculty Development Committee and Undergraduate Curriculum Committee, in addition to various ad hoc committees. The Student Senate president is a full voting member of the General Faculty.

## ► GOVERNMENTAL ORGANIZATIONS

Chartered by the Heidelberg University Board of Trustees, the Student Senate is responsible for the regulation of student organizations and affairs and for the general social life of the University.

*The Student Senate* charters and recognizes all student and campus groups, allocates funds from the Student Activity Fee, initiates discussions, formulates recommendations on campus matters, acts on recommendations within its jurisdiction and submits those outside its jurisdiction to the appropriate campus body.

*Greek Council* is the Greek governing body of the fraternities and societies. Composed of elected representatives of each society and fraternity, Greek Council coordinates society and fraternity activities including scholarship, philanthropic and community service efforts, plan and supervise recruitment and new member education activities in cooperation with the Campus Life Office and provide opportunities in leadership training.

*Inter-Residence Hall Council (IRHC)* is the residence hall governing body, with membership formed by representatives from each of eight residential areas. The council helps establish policy and is responsible for coordinating Lil' Sibs Weekend, Homecoming 5K, other programs for residential students. They also coordinate the selling of Finals Survival kits each semester.

The 'Berg Events Council provides educational and social events for the entire Heidelberg community. Through a wide variety of activities, such as films, bands, comedians, special events and off-campus programs, the organization plans and provides activities designed to give students, faculty and staff opportunities to broaden their personal, social, educational, recreational and cultural lives.

## ► SOCIETIES AND FRATERNITIES

Approximately fifteen percent of the Heidelberg campus belongs to a fraternity or a society. These Greek organizations have played an important role in Heidelberg's educational and social life. Recruitment of new members occurs each year in the spring semester. The Heidelberg Greek community is comprised of nine Greek letter organizations. Of the nine organizations, there are five men's fraternities: Alpha Phi Tau, Excelsior Men's Society, Nu Sigma Alpha, Rho Eta Delta and Sigma Tau Nu, and four women's societies: Delta Sigma Chi, Euglossian, Kappa Psi Omega and Philaethan. Each organization is characterized with unique qualities and characteristics; there is something for everyone. Established originally as purely literary societies, these societies and fraternities have developed into organizations committed to providing opportunities for leadership development. Additionally, they strive to improve scholarship and community service/philanthropic efforts within the Tiffin and Heidelberg community. Finally, these organizations understand the true meaning of friendship through their brotherhood/sisterhood bonds and opportunities to demonstrate Greek unity through activities, such as Greek Week, Greek Sing, formals and chapter retreats.

## ► HONORARY GROUPS

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

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

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

**Delta Phi Alpha**. The Heidelberg Epsilon Psi chapter of this German honor society was recognized in 1965. Membership invitations may go to students who are at least sophomores, are registered in a German 300 or 400-level course, hold a B-plus average in German and are recommended by the Department of German faculty.

**The Honor Society** is Heidelberg's only all-University scholastic honor society. Each spring faculty and staff members of the Society elects new members who are seniors and are candidates for a bachelor's degree. New members must have a cumulative GPA of at least 3.5, rank in the top 15 percent of the graduating class and be projected to complete at least 60 credit hours at Heidelberg by the end of the semester. The required GPA for membership into the Honor Society will be considered using only Heidelberg grades. Candidates must also have completed a specific distribution of course-work. Acceptable distributions include the general education requirements that apply to the B.A. and B.S. degrees, the distribution requirements of the Honors Program and the following distribution of courses for those seeking the Bachelor of Music degree:

*Other Cultures*: 3 hours from designated other cultures courses.

*Arts*: 2 hours selected from art, music and drama, literature and fine arts.

*Humanities*: 6 hours from two different departments dealing with literature in English (not writing), foreign languages, religion and philosophy.

*Social Science*: 6 hours from two different departments dealing with anthropology, business administration (excluding accounting), political science, economics and psychology.

*Science and Math*: 9 hours from three different departments dealing with astronomy, biology, chemistry, computer science, geology, mathematics, physics and water resources.

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

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

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

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

**Pi Sigma Alpha** is Heidelberg's chapter of the National Political Science Honorary Society. Membership is determined by the student's achievements in political science courses and at Heidelberg.

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

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

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

**Sigma Iota Rho** is Heidelberg's chapter of the National International Studies Honorary Society. Membership is determined by the student's achievements in international studies courses and at Heidelberg.

**Sigma Tau Delta**, national English honor society, recognizes and encourages high achievement in English. The Alpha Mu Chapter was established at Heidelberg in 1972. Majors and minors in English who have completed at least three semesters and two literature or writing courses beyond the first-year requirement and have earned a B average in English and a cumulative average which places them in the highest 35 percent of their class are eligible for election to membership.

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

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

## ► DEPARTMENTAL CLUBS

*American Chemical Society Student Affiliate*, chartered in 1949 for students majoring in the Department of Chemistry, sponsors programs and lectures, industrial plant trips, consultations with experts and other activities. Open to any student interested in chemistry.

*Berg Students in Free Enterprise (BERG-SIFE)*: The academic programs in the Heidelberg School of Business are supplemented by the BERG-SIFE, an active organization open to all students – Business Administration, Accounting and Economics majors, as well as undeclared majors or students in other majors who have an interest in business. By using the business concepts they are learning in the classroom to help others, SIFE students develop stronger business and leadership skills, as well as a sense of service and responsibility to the community and world around them. The BERG-SIFE sponsors events and programs through which members can develop leadership, teamwork, resource management and project planning skills. The goal is for members to then apply those skills to improve their communities. In addition, BERG-SIFE members benefit from opportunities to meet and network with area business professionals; these potential employers recognize BERG-SIFE members as having transferable business skills. Through their experiences, BERG-SIFE students are emerging as leaders who understand the opportunity for business to make a positive economic, social and environmental impact.

*Collegiate Middle Level Association*, the university affiliate of the National Middle School Association, provides service, professional growth and leadership development opportunities for university students. While the emphasis is on teaching and working with children in grades 4–9, any student is eligible to participate.

“H” *Association*, men and women become eligible for membership when awarded a letter in any varsity sport. Interest in Heidelberg’s athletic program is promoted.

*The Heidelberg Chapter of the American Choral Directors Association* is open to all students interested in the choral profession. Heidelberg’s ACDA Student Chapter expands the choral curriculum beyond the classroom and provides practical experience for students as conductors and choral educators. In addition, this organization provides vital assistance to the choral program: recruitment, choir activities, concerts, receptions, clinics, festivals, etc.

*The Heidelberg Chapter of the Ohio Music Education Association*, open to all students in Music Education, monitors professional developments in music education through monthly meetings and contact with the state and national organizations.

*The Heidelberg Chapter of the Society of Physics Students*, open to any student interested in physics and/or science education, seeks to advance physics and encourage student interest in the sciences throughout the academic and local communities. Among activities are guest speakers, films and trips to research laboratories.

*Intramural Program* offers all men and women students’ opportunities for recreation and skill development in sports and related activities. Some intramural activities are co-educational.

*The Speech Team* is open to students interested in intercollegiate competition and individual speaking events. (See Forensics)

*The Film Club* (aka “The Last Picture Show”) is a club open to all students, faculty and staff who have an interest in the cinema. Activities vary from viewing and discussing classic film to creating short films.

## ► **CAMPUS MINISTRY AND RELIGIOUS LIFE**

The Office for Campus Ministry and Religious Life is located in Student Affairs in the Campus Center. The campus has two chapels: Rickly and Herbster, and a Quiet Room for prayer and meditation. A Religious Life Council serves as an umbrella organization for all of the different student religious organizations. The Campus Minister, the Rev. Paul Sittason Stark, seeks to serve all interested students in connecting with their faith tradition and spiritual development. Community engagement, service learning, social justice, Bible/scripture studies, vocational discernment, and retreats are promoted and encouraged by the Office for Campus Ministry and Religious Life. Work study students work to develop these many avenues for an active religious life on campus.

*Weekly Chapel Services* are offered in Herbster Chapel. Our Campus Minister and the NDI-100.43 Explorations in Worship class plan and lead the service. Students learn practical skills that can be applied as employees and volunteers in churches. Guest preachers from the community, students, staff and faculty are invited to provide the message. Chapel is an ecumenical worship service and ranges in style from emerging church to contemporary to traditional.

*'Berg UCC* is composed of United Church of Christ students as well as students of a variety of religious backgrounds. The group meets weekly for fun and fellowship and also joins in several service projects. They attend national gatherings of the UCC, and help in promoting the historic connection of the United Church of Christ and the 'Berg.

*Campus Fellowship* is a place for students and staff to come together for fun and Christian support. A Christian fellowship affiliated with Campus Crusade for Christ, Campus Fellowship holds weekly meetings for students to come together to learn about the Gospel, as well as Bible studies and social activities. Campus Fellowship members work to grow both as a community and as individuals of faith.

*The Catholic Newman Club* is a student organization affiliated with the Roman Catholic Church. Newman members meet weekly to discuss current and future projects. They also incorporate prayer and discussions of faith in their meetings. All students who are interested in the Roman Catholic faith, service and leadership opportunities are welcome.



*The Cultural and Spiritual Club* is a group of students preparing global citizens that have an appreciation for the diversity of religious traditions. The Cultural and Spiritual Club offers opportunities to go on service trips, visit special religious sites, gather for fellowship activities, hear religious speakers and grow in the spirit of love. This group is an inter-religious organization.

*Fellowship of Christian Athletes* is a Christian support group for 'Berg athletes and their friends. The group meets weekly for Bible study, prayer and fellowship. Coaches often serve as Advisors.

*Alternative Spring Break.* Every year a variety of alternative spring break trips are offered through different religious life groups. Projects have included working with English as a second language, housing rehabilitation, education, peace and justice issues, youth mentoring, immigration and more. Destinations have included Chicago, New Orleans, New York City, Appalachia and the Ukraine in the recent past.

*Coordinator of Service Learning* works in the Office of Campus Ministry and Religious Life to develop opportunities for community engagement and service learning. All first-year students participate in 'Berg Serve their first weekend of the fall semester. The campus shares in a "day on" of service instead of a "day off" for the Martin Luther King, Jr. Day of Service. The Berg Service Challenge asks each student, staff and faculty member to give a minimum of 10 hours of service to one agency or community organization.

## ► COMMUNICATIONS

Students are directly responsible for five media organizations which afford them opportunities to become involved in writing, art, photography, cinema, layout, business affairs and broadcasting.

*The KILIKILIK*, a newspaper edited and managed by students during the school year, affords practical training in journalism.

*The AURORA*, Heidelberg's yearbook, is managed and edited by students.

*MORPHEUS*, Heidelberg's student-edited literary magazine, publishes stories, essays, poetry and art submitted by students and faculty. The Senior Seminar in Writing class organizes and produces the online magazine each fall semester.

*WHEI-88.9FM and WHEI-TV* - In cooperation with the Communication and Theatre Arts Department (CTA) and the Media Communication Center (MCC), WHEI studios integrate aesthetic, creative and critical thought with hands-on learning in electronic multimedia. The Center is operated throughout the academic year and welcomes students from all disciplines. Students who participate in current WHEI activities do so to develop 1) skills, such as writing, voice announcing, producing and/or mastering electronic media technologies; 2) leadership by overseeing the WHEI radio or television peer activities and student productions; and 3) relationships as the success of WHEI relies on the collaborative efforts of many talented and energetic crews to complete their student experience. WHEI/MCC is a member of the Broadcast Education Association (BEA).

*"THE LAST PICTURE SHOW"* - Heidelberg's film club. Students lead discussions on films presented at club meetings and/or work in groups to create their own films. Open to Heidelberg students, faculty and staff. A variety of film/cinema events are sponsored throughout the year.

## ► MUSICIANSHIP ACTIVITIES

During the year, the University brings to the campus outstanding concerts and lecture attractions. In the School of Music, weekly student recitals are presented to give experience in public performance. Faculty members and guest artists present recitals for the University and community throughout the year. Various musical organizations such as the Concert Choir, Symphonic Band, University-Community Chorus, University Symphony Orchestra, Chamber Singers, Opera Theatre, Singing Collegians and others contribute to the cultural program with numerous concerts.

## ► CHORAL GROUPS

Heidelberg's principal choral groups are the *Concert Choir*, *University-Community Chorus*, *Chamber Singers* and *Singing Collegians*. The Concert Choir, a select choir of mixed voices chosen by audition, rehearses at least three times weekly and makes one extended concert tour and occasional weekend trips each year. The University-Community Chorus, which rehearses two times weekly, is open to all who enjoy singing and especially to students who contemplate subsequent membership in the Concert Choir. The Concert Choir and the University-Community Chorus join with other singers from the University and community to present Handel's *Messiah* every December.

The Chamber Singers, a small group of versatile musicians from the Concert Choir, sing repertoire from various style periods. The Singing Collegians, a select group of voices chosen from the Concert Choir and University-Community Chorus, sing Broadway, a cappella, jazz and popular types of music with choreography.

## ► INSTRUMENTAL GROUPS

Heidelberg's principal instrumental groups are the Symphonic Band, University Symphony Orchestra, Jazz Ensemble, Athletic Band, and many small ensembles. The Symphonic Band is a carefully balanced musical unit selected from the University as a whole. It rehearses two times a week and presents several concerts annually. Members of the University Symphony Orchestra are selected university students, faculty members and musicians from surrounding communities. The group rehearses as a unit weekly. String, woodwind and brass section rehearsals are scheduled regularly. The orchestra presents several concerts each year and also performs in the university's presentation of Handel's *Messiah* every December.

The Jazz Ensemble is open to students desiring experience in traditional and contemporary jazz and swing music. Admission is by audition; students enrolled in Symphonic Band receive first priority. Rehearsals are held twice weekly. The group presents a number of performances each year on and off campus. Several combo groups perform as part of the Jazz Ensembles.

The Athletic Band performs for home football games and special University functions; it is open to all students. Small chamber ensembles are organized on a yearly basis to meet the needs of instrumentalists on the campus; they rehearse at the discretion of the faculty.

## ► THEATRE ARTS

The Communication and Theatre Arts Department offers opportunities to all students for experience in acting, directing and stagecraft through participation in a major season of plays and presentations. Every effort is made to present productions of the highest cultural and entertainment caliber and to provide an educational experience for performers and audiences.

Selected productions are entered in the American College Theatre Festival, and students are selected to attend the festival to compete as actors, director, dramaturgs, or critics. Student designers and playwrights may be selected for similar competitions in the Festival.

## ► FORENSICS (SPEECH TEAM)

Heidelberg's forensic program gives students an opportunity to enter intercollegiate speaking contests in individual events, including oral interpretation of literature, persuasion and extemporaneous speaking. Students of all disciplines who distinguish themselves academically and in forensics may join Pi Kappa Delta, a national honorary forensics organization. During the year, students travel throughout Ohio and beyond to participate in invitational, state, regional and national speech tournaments. Heidelberg's Speech Team has a tradition of excellence in state, national and international competition.

## ► CULTURAL OPPORTUNITIES

The Communication and Theatre Arts Department carefully selects its theatre offerings each season. It attempts to vary the type and appeal of a play to add to the cultural development and critical tastes of the University and community. Normally, three to four major productions are given each year.

Notable speakers, performers and artists appear on campus through the Community Engagement Committee and in the community under the auspices of the Ritz Theatre for the Performing Arts. Heidelberg regards these events as an important facet of the educational opportunity it provides for students and residents of the campus and local communities.

## ► ATHLETICS

Heidelberg University promotes athletics as a valuable part of the educational experience. The University believes that athletics must always be in harmony with the academic atmosphere of the University, and should provide opportunities for recreation and social activity, as well as lessons in sportsmanship and teamwork.

The University offers 20 varsity sports along with a variety of intramural activities. Intercollegiate athletic programs for men include baseball, basketball, cross-country, football, golf, soccer, tennis, indoor and outdoor track and field, and wrestling. Women participate in basketball, cross-country, soccer, softball, tennis, indoor and outdoor track and field, volleyball, and golf.

## ► STUDENT HEALTH SERVICE

*The Stoner Health Center* at Heidelberg University is a modern clinical and health and wellness service facility. 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 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 Academic and Career Support Center is the University's designated office for evaluating the documentation of student disabilities and providing accommodations to Heidelberg students with physical, psychological and learning disabilities. The primary goals of the Academic and Career Support Center 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 < <http://www.heidelberg.edu/studentlife/services/acsc> >.

## ► ACADEMIC AND CAREER SUPPORT CENTER

The 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 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 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.

## ► THE OFFICE OF INTERNATIONAL STUDENT AFFAIRS AND STUDIES

The Office of International Student Affairs and Studies encourages the interaction among all students in a diverse environment to become globally aware. The office provides supplementary support services for visa-holding students including assistance with adjusting to a new culture; support with academics, such as finding tutors and registering for classes, and programming of activities to increase multicultural awareness. In addition, the office works directly with USCIS and SEVP to assist international students with immigration rules and regulations in order to maintain legal status in the United States.

The Office of International Student Affairs and Studies facilitates programming specifically designed to help acclimate international students to Heidelberg and the surrounding community. Monthly international coffee hours and our unique host family program assist in meeting the needs of our diverse student population. The Host Family Program matches local families with international students in a cultural exchange. The Office of International Students Affairs and Studies welcomes all students and encourages campus involvement in order to enhance their academic and social opportunities while attending Heidelberg University.

# Honors



*Dean's List.* After the completion of each semester, the Vice President for Academic Affairs and Provost of the University publishes a list of those full-time students who attained an average of at least 3.5 during the semester and have no grade below a "C-". Those full-time students who attained semester and cumulative averages of at least 3.5 with no grade below a "C-" and were enrolled for at least 5 semester hours with grade will also be included on the Dean's List. A student receiving an incomplete (I), "PR" or a "U" in 0-level courses is not eligible for the Dean's List.

*Honor Societies.* Included among the honors for which students are eligible is membership in one or more of the honor societies.

*Graduation Honors.* Three grades of honors are conferred at graduation: highest honors, summa cum laude, to those who have attained a point average of 4.0 (A=4); high honors, magna cum laude, to those who have attained a point average of at least 3.8; honors, cum laude, to those who have attained a point average of at least 3.5.

These honors are recorded on the diplomas of the students earning them and are published in the commencement program. Honors are based upon credit earned courses only (not CLEP) at Heidelberg University. Students may receive these honors provided they have spent the last two years and completed 60 hours of course work at Heidelberg University.

*Special Honors.* Any student in the graduating class who has in a special manner distinguished herself or himself shall be eligible for a special honor at the discretion of the faculty.

# Endowed Scholarships



Annually, Heidelberg directs millions of dollars to Financial Aid for the express purpose of providing financial assistance to our students. A small portion of this assistance is derived from Endowed Scholarships. These gifts come from alumni and friends for the specific purpose of creating a named scholarship to provide financial assistance to students. They are permanently invested in the University's endowment with only the interest available for spending. Scholarships are awarded by the Financial Aid Office based upon specific selection criteria created by the donor. Currently, named scholarships require a minimum gift of \$25,000. Some scholarships may require a separate application. The University is eternally grateful to these donors for the assistance their gifts provide in perpetuity.

DR. HENRY LYMAN ABBOTT MEMORIAL SCHOLARSHIP FUND is to be awarded to a junior or senior in pre-medical studies who has attained a 3.5 cumulative grade point average and who intends to enter medical school. The recipient must be an American citizen, of good character, deserving and recommended by a member of the pre-medical faculty.

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142

THE MARY R. ADAIR MEMORIAL SCHOLARSHIP FUND, established in 1982, is awarded to academically qualified and deserving students.

MR. AND MRS. J. EARL ADAMS SCHOLARSHIP, established in 1982, is awarded to deserving students.

O. W. ANDERSON SCHOLARSHIP, established in 1980, aids worthy students majoring in business administration.

ALICE C. ARNOLD SCHOLARSHIP FUND, established in 1988, is used to assist worthy and deserving students.

GEORGE AND JENNIE BACHMAN SCHOLARSHIP FUND, established in 1970, is used to help deserving students.

MARSHALL AND FLORENCE ('22) BACON SCHOLARSHIP FUND, established in 2007 through the estate of Florence Bacon, benefits deserving students.

DAVID BAER SCHOLARSHIP FUND. Income is awarded to any entering first-year student participating in football.

BECK-MEIER SCHOLARSHIP, established in 1983, is awarded to a pre-medical student.

HARRY ROBERT BEHRENS MUSIC SCHOLARSHIP FUND, established in 1970, provides scholarships for first-year students entering the Department of Music.

LEX BERSON SCHOLARSHIP is awarded each year, by the family, to a political science major.

THE JOHN H. BING FUND, established in 2010 in honor of Professor John H. Bing, is to support the political science program at Heidelberg University.

THE HAROLD E. AND MARGARET M. BOEHM SCHOLARSHIP FUND is awarded to deserving and academically qualified sophomores or juniors of financial need.

THE ROBERT B. BOLENBAUGH MEMORIAL SCHOLARSHIP FUND, established in 1992, is awarded to academically qualified and deserving students of financial need.

THE LUKE AND DORIS BOWDLER SCHOLARSHIP FUND, established in 2002 by Luke, class of 1941, and Doris, class of 1942, long-time supporters of Heidelberg University, this scholarship will benefit a deserving student.

HERBERT L. BOWMAN SCHOLARSHIP FUND, established in 1988, is awarded to a student majoring in secondary education. Consideration is given to the students' scholarship, citizenship and moral standards.

THE GLEN R. BRENNEMAN FAMILY GRANT, established in 1988, is awarded to academically qualified and deserving students with preference granted to students from Wadsworth, Copley, Field, Green, Highland, Hudson, Norton, Orville and Revere High Schools in Ohio.

DR. MILTON F. BROWN MEMORIAL SCHOLARSHIP FUND was established in 1969 with the income given annually to a student majoring in the sciences, preferably a medical student.

THE ELSIE AND HARRY BRUNKER SCHOLARSHIP, established in 2008, is awarded to a deserving student majoring in religion or aspiring to become a minister.

- J. ALFRED CASAD SCHOLARSHIP IN MUSIC, established in 2004, to honor the life and support of J. Alfred Casad, class of 1923, a long-time supporter of the University in Rochester, NY area. The scholarship is to be awarded to a deserving student who is majoring in music.
- LEORA DRINKWATER CLARK UNITRUST FUND is made in memory of Leora Drinkwater Clark, class of 1993, an educator and long-time, loyal supporter of Heidelberg University and the Heidelberg Music Department.
- THE CLASS OF 1952 SCHOLARSHIP, created by a lead gift from classmate Ray Auker, benefits academically deserving students.
- THE CLASS OF 1954 ENDOWED SCHOLARSHIP benefits students who, due to socio-economic status, might not otherwise have the opportunity to attend Heidelberg. In doing so, the Class of 1954 hopes to lessen some of the barriers to opportunity that students face.
- THE CLASS OF 1957 SCHOLARSHIP was established to provide scholarship support to returning students that demonstrate evidence of participation in and service to religious, school and/or other youth organizations.
- THE CLASS OF 1959 PERPETUAL SCHOLARSHIP FUND, established for the purpose of encouraging descendents of Heidelberg Alums to consider Heidelberg as their educational preference.
- CHARLES A. COCKAYNE MEMORIAL SCHOLARSHIP FUND is used to assist needy and deserving students.
- COLE FAMILY SCHOLARSHIP, created by the Charles and Patty Cole family of Republic, Ohio, is awarded annually to students majoring in business who are financially deserving.
- COORS VETERANS' MEMORIAL SCHOLARSHIP FUND, established nationally in 1985, provides financial assistance to sons and daughters of American veterans. Students must have at least a sophomore class standing with a grade point average of 3.0 or better.
- THE LEONA NEWCOMB COULTER SCHOLARSHIP IN ENGLISH, established in 2000, is awarded to students majoring in English.
- LOWELL V. COULTER (1935) SCHOLARSHIP IN CHEMISTRY, established in 2009 by his son, Michael Coulter ('64) and daughter, Andrea Hoffman, this scholarship benefits deserving students majoring in chemistry.
- THE KENNETH B. CUMMINS SCHOLARSHIP. For qualified students with a preference toward an interest in mathematics.
- THE GENE DICKARD MEMORIAL SCHOLARSHIP FUND, established in 1995, awarded annually to one or more deserving students, with priority given to education or history majors.
- ALLAN B. DIEFENBACH-GERTRUDE E. FOUTZ SCHOLARSHIP FUND, established in 1987, is awarded to an upper class student with a Christian attitude and a 3.0 grade point average.
- THE DIETZ FAMILY SCHOLARSHIP, established in 2005 in honor and memory of Robin Dietz, class of 1980, and her parents Benjamin and Norma Dietz, is to be awarded annually to a deserving student involved in music.
- THE ELEANOR W. AND ROBERT G. DILLER SCHOLARSHIP, established in 2002 by their daughters, the Diller Scholarship assists deserving students who ultimately want to pursue a career in teaching. Recipient must maintain a GPA of 3.0 or better.
- THE RALPH AND AMELIA DREHER/OPAL DREHER LIGHT AND GEORGE LIGHT SCHOLARSHIP FUND, established in 1977, provides aid to deserving students who have graduated from a public high school and maintains a 3.0 at Heidelberg.
- THE DOROTHY SMYTHE DUESLER MEMORIAL SCHOLARSHIP IN EDUCATION, established in 2000, is awarded to a student majoring in education.
- THE DR. ALICE L. EBEL SCHOLARSHIP, established in 2001, is awarded to women students majoring in political science who desire a career in civic and public service and may be motivated to run for elected office.
- THE GERALD D. EDWARDS SCHOLARSHIP, established in 1998 in honor of Gerald D. Edwards, class of 1972, to assist a sophomore, junior or senior African American student.
- EIGHTH UNITED CHURCH OF CHRIST (CLEVELAND) SCHOLARSHIP FUND, established in 1977, provides aid to deserving students.
- THE GLENN D. EVERETT AND HELEN E. REYNOLDS EVERETT SCHOLARSHIP FUND, established in 1992 in recognition of Helen E. Reynolds Everett's long and devoted service to Heidelberg University, is awarded to academically qualified and deserving students of financial need.

- FACULTY-STAFF SCHOLARSHIP FUND, established in 1958 as a part of the Development Program, assists deserving students.
- FAIRHAVEN HOME OF UPPER SANDUSKY, OHIO, has established a scholarship to provide an annual award, preferably to a student interested in problems of the aged.
- FIFTY-YEAR CLASS SCHOLARSHIP FUND was established in 1968 by gifts from the Class of 1917 and the Class of 1918 and will be increased as gifts from other 50-year classes are received. It is awarded to deserving students.
- LESLIE H. AND THELMA M. FISHEL MUSIC SCHOLARSHIP FUND was established in 1982 to assist a music student with University expenses.
- THE DOROTHY AND FLOYD FITCH SCHOLARSHIP, established in 2002, shall be awarded to a full-time Black American student of junior or senior rank who has demonstrated leadership and character.
- GEORGIA FLAD SCHOLARSHIP FUND, established in 1976 by St. John's United Church of Christ, Bolivar, Ohio, is used to support a deserving student from Tuscarawas or Stark counties, Ohio.
- PHILIP AND MARCIA FLECK SCHOLARSHIP, established in 1983, is awarded to a junior or senior from the Seneca County area that is majoring in one of the natural sciences.
- FOUSE SCHOLARSHIP is awarded to students preparing for United Church of Christ ministry.
- RALPH AND DOROTHY FOUTZ SCHOLARSHIP FUND is awarded to a male or female fulltime student who has completed the first year, has a Christian attitude and has at least a 3.0 grade point average.
- THE FRANKLIN FUND, established in 1987 in memory of James Truman Franklin and Edna Darrel Whitlinger Franklin, is awarded to an upper class student with a Christian attitude and a 3.0 grade point average.
- WAYNE AND KATHRYN FUNK SCHOLARSHIP FUND assists deserving students.
- WENNER A. FUNK MEMORIAL FUND was established in 1982 to support deserving students on the basis of need.
- ELISABETH WEAVER FURBAY MEMORIAL SCHOLARSHIP, established in 2001, benefits students studying music and who have an interest in applying their knowledge "to encourage the perpetuation of the Gospel and the love of Jesus through music."
- PHILIP FURBAY MEMORIAL SCHOLARSHIP, established in 2001, to benefit a student of superior, ethical character majoring in business and involved in extra-curricular activities.
- THE GAR FOUNDATION SCHOLARSHIP was established in 1985 to assist deserving and needy students.
- THE GENERAL SCHOLARSHIP FUND was established to assist deserving and needy students.
- JAMES STUART GILLIE SCHOLARSHIP FUND is awarded to young men and women of good Christian character in the following order of preference: 1. Persons who are active members of the St. John United Church of Christ, Fort Wayne, Indiana; 2. Persons who are active members of any congregation in Allen County, Indiana, which is affiliated with the United Church of Christ; 3. Persons who are active members of any congregation in the state of Indiana which is affiliated with the United Church of Christ; 4. Persons who are active members of any United Church of Christ congregation.
- THE ROBERT G. GIOIA SCHOLARSHIP FUND provides aid to full-time deserving students who exemplify the spirit of Robert G. Gioia by demonstrating loyalty, compassion, hard work and a true friend.
- ADRIAN J. GOOD SCHOLARSHIP IN CHEMISTRY, established in 2003 through the estate of long time Heidelberg supporter Adrian Good, class of 1948, will benefit a student majoring in chemistry.
- JAY L. GOODIN SCHOLARSHIP FUND, established in 1976, is used to assist deserving students.
- THE NORMA M. FANT GOODWIN SCHOLARSHIP FUND, established in 1994, with the income awarded to academically qualified and deserving students of financial need majoring in voice, piano or organ.
- THE WILLIAM F. GOODWIN SCHOLARSHIP FUND, established in 1994 by contributions from Excelsior alumni and friends, with the income awarded to academically qualified and deserving students of financial need, who are members of a Greek social organization with preference granted to members of Excelsior.
- THE EMIL J. GUNTHER SCHOLARSHIP, established in 1996, is awarded to academically qualified and deserving students.



JULIE ANN HAFER SCHOLARSHIP IN ENGLISH/COMMUNICATION, created in 2009 by her parents, Harold and Elaine Hafer, this scholarship benefits a deserving woman student majoring in English or Communication and Theatre Arts.

THE ORLETHA HARTSCHUH SCHOLARSHIP FUND, established in 2005 in memory of Orletha Hartschuh, class of 1933, is to be awarded to a deserving and qualified student of financial need.

HARTSHORNE SCHOLARSHIP assists senior students preparing for the ministry in the United Church of Christ.

THE HOWARD B. AND LUCY M. HAUCK SCHOLARSHIP FUND, established in 2004 through the estates of Howard B., class of 1932, and Lucy M. Hauck. The scholarship shall be awarded to a resident of Seneca County, Ohio, either male or female, of the Christian faith, who exemplifies the tenets of that faith in his or her daily life.

HEIDELBERG UNIVERSITY WOMEN'S CLUB OF GREATER CLEVELAND SCHOLARSHIP FUND, was established to support a deserving woman student who resides in the Greater Cleveland Area.

DAVID L. HELMS MEMORIAL SCHOLARSHIP, established in 2006 from the estate of David Helms, is intended to recognize and reward outstanding scholarship, citizenship, leadership and sportsmanship—based upon past and current potential as well as potential for continued success and growth. It is to be awarded to a qualified, active member in good standing of the Nu Sigma Alpha Men's society for his senior year.

THE DR. BEN M. AND ELIZABETH HERBSTER SCHOLARSHIP, established in 2002 through the estates of Elizabeth Beam Herbster ('26) and Ben M. Herbster ('26), lifelong supporters of Heidelberg University, to benefit a freshman student from the United Church of Christ.

THE JOHN S. HERTZER AND ANNE KENNEDY HERTZER SCHOLARSHIP FUND, established in 1996, is awarded to academically qualified and deserving students.

THE DONALD W. AND ANNA M. HOLLIBAUGH SCHOLARSHIP, established in 2000, is awarded to deserving students.

HOPE CONGREGATION CHURCH SCHOLARSHIP is awarded to a male or female student entering their junior or senior year pursuing a career in medicine or theology.

THE EDNA H. HORN SCHOLARSHIP, established in 1999, is to be used for general purposes by deserving students as determined by the Director of Financial Aid.

WILLIAM HORSTMEIER SCHOLARSHIP is awarded to deserving students.

NANCY SCOTT HOUGH SCHOLARSHIP was established in 1998 by Dorothy Davis Scott in memory of her daughter, Dorothy Scott Hough, class of 1950, to support an academically worthy but financially needy student.

WILLARD C. AND JEAN KUENTZ HOSIC SCHOLARSHIP, established in 1996, provides assistance to full-time students entering their junior year majoring in the Education, Business or Music Departments. Maintaining a "B" average may qualify them for renewal in their senior year.

THE ED ('68) AND PAM ('67) HYLAND SCHOLARSHIP, established by fellow classmates and friends in 2011 to honor Ed and in memory of his deceased wife Pam, benefits, in alternating years, a female education major from the Dayton area and a male education major from Northeast Ohio.

MELVIN & GAIL PATTERSON JOACHIM SCHOLARSHIP, assists deserving students in Speech.

JOSEPHSON SCHOLARSHIP is awarded to a minority student.

KENNETH L. KELLER SCHOLARSHIP FUND, established in 1976, provides aid to needy and deserving students.

DEAN FRANCIS W. KENNEDY SCHOLARSHIP FUND, established in 1975, provides financial assistance to students with need.

THE LORENE E. KENNEDY SCHOLARSHIP FUND established in 1989, is awarded to deserving sophomores, juniors or seniors majoring in history, political science or business administration.

KERNAN MEMORIAL SCHOLARSHIP FUND, assists deserving students with the following priority:  
1. Junior Home Kid (or blood or adopted relatives of a family descended from a Junior Home Kid), subject to verification of family affiliation; 2. from the Tiffin area; or 3. a deserving student.

MABEL KINLEY MEMORIAL SCHOLARSHIP awards the income each year on a 60-40 basis to the two candidates for the degree of Bachelor of Music who earn the highest point averages in the junior year.

WILLIAM F. KISSEL SCHOLARSHIP FUND is awarded to worthy and deserving students.

- A.A. KITTERER SCHOLARSHIP FUND assists needy and worthy pre-theological students of the United Church of Christ
- HERMAN A. KLAHR SCHOLARSHIP, established in 1989, is used to assist a worthy and deserving student.
- THE KATHRYN R. KOCHLI SCHOLARSHIP FUND provides aid to full-time students entering their junior or senior year majoring in music education who will be teaching vocal music.
- LAURA L. KOHNE MEMORIAL SCHOLARSHIP FUND was established in 1987 to assist deserving students with the following priorities: 1. request by family; 2. member of St. Peter's United Church of Christ in Amherst, Ohio; 3. Amherst student; or 4. other needy students.
- THE JOHN I. KOLEHMAINEN SCHOLARSHIP IN POLITICAL SCIENCE, established in 1996, is awarded to incoming first-year students who display an interest in political science and maintain a 3.0 grade point average. The Scholarship is renewable for three years.
- THE ROBERTA G. KRABILL MEMORIAL SCHOLARSHIP, established through her Last Will and Testament, will provide scholarships for juniors and seniors enrolled in and attending classes majoring in a foreign language and/or education.
- THE EARLE AND MILDRED KROPSCOTT SCIENCE SCHOLARSHIP, established in 2010 through their trust, is to provide scholarship support to sophomore, junior or senior students majoring in the sciences.
- LUBEN AND KATHERINE KUTUCHIEF EUROPEAN STUDENT SCHOLARSHIP, created in 2009, benefits European students who wish to study at Heidelberg.
- LAKE ERIE REGIONAL WOMEN'S GUILD SCHOLARSHIP was established to assist deserving students.
- BETTY LICHTENWALTER MEMORIAL FUND aids a worthy student in the Department of Music.
- LINDSAY SCHOLARSHIP has been awarded in the past to a deserving student.
- RICHARD J. LOEW SCHOLARSHIP is awarded to students in need of financial assistance.
- THE REV. JOHN K. LONG SCHOLARSHIP, established in 2007 through the generosity of the Long family, honors the life and memory of John Long, class of 1959, and benefits deserving students.
- LONGAKER SCHOLARSHIP FUND assists deserving music students.
- WILLIAM L. AND VERNA M. LONSWAY SCHOLARSHIP FUND was established in 1985 for deserving full-time students who have earned at least a 3.0 grade point average following the first year. The student is eligible for the award for each of his or her remaining three years in school provided a grade point average of 3.0 or above has been achieved.
- WILLIAM A. LOTZ AND LETTIE LOTZ SCHOLARSHIP was established to assist a student in education or education administration.
- AUGUST H. LYVERS SCHOLARSHIP FUND, established in 1975, provides for eight scholarships, one for a major in music, one for a major in dramatics and the remaining six unrestricted.
- HELENA BAER MACHAMER SCHOLARSHIP FUND, established in 2004, this scholarship honors a Trustee Emerita and long-time friend of Heidelberg University and benefits students majoring in a health-related field. Mrs. Machamer first worked at Heidelberg University as the school nurse, later marrying the university's physician, Roswell Machamer, class of 1937, and serving as a Trustee for many years. Selection shall be made by a premedical advisor on the basis of character, quality of leadership and high academic achievement.
- DR. R. F. MACHAMER MEMORIAL SCHOLARSHIP awards a sum each year on the basis of character, qualities of leadership and high scholarship to a pre-medical student at the close of his or her junior year. It is to be applied toward payment of tuition for the senior year at Heidelberg.
- THE FRANK F. (1930) AND EMILY LEE (1929) MALONEY SCHOLARSHIP, created in 1997 in memory of the donors who devoted their lives to the welfare of children. The scholarship assists needy students at Heidelberg University.
- BRUCE C. MARTIN MEMORIAL SCHOLARSHIP is awarded annually to one or more full-time, academically qualified, deserving students of financial need. Recipients shall maintain a "B" average at Heidelberg to qualify for renewal each year.
- THE W.W. MARTIN-ROTARY CLUB SCHOLARSHIP FUND aids students from Seneca County. THE MASTIN SCHOLARSHIP, established in 1988, is awarded to academically qualified students in the fields of natural sciences, mathematics, physics, chemistry and related disciplines.
- THE JOHN WILLIARD MATZ SCHOLARSHIP FUND, established in 1989, is awarded to academically qualified and deserving students.

MAYER SCHOLARSHIP FUND assists deserving students.

FREDERICA MAYER SCHOLARSHIP FUND, established in 1975, is awarded to deserving students in the sophomore, junior and senior classes.

McMILLAN SCHOLARSHIP is awarded preferably to upper class education students of high academic standing and in need of financial assistance.

THE MEEKER-DEATS SCHOLARSHIP, established in 1997 in memory of Eugene and Mabel Meeker, Gertrude Meeker and Glenn and Anna Lee Meeker Deats ('39), to support a needy, pre-ministerial student from Seneca County in their senior year.

ADAM E. MILLER SCHOLARSHIP FUND is awarded for scholarship purposes to aid a Stark County (Ohio) student from the United Church of Christ, one who is a prospective teacher or minister.

THE LEWIS N. MILLER SCHOLARSHIP FUND, established in 1994, is awarded to deserving and qualified students of financial need. This scholarship is given in memory of Lewis N. Miller of Elyria, a loyal friend of Heidelberg University.

MARY LOUISE MILLER SCHOLARSHIP, created in 2009 through the estate of Mary Louise Miller, this scholarship benefits a deserving female student.

BONNIE MOYER SCHOLARSHIP FUND, established in 1988, is awarded to a student majoring in business administration who holds the high ideals and sincere work ethics as lived by Bonnie Moyer.

EVELYN G. MYERS MUSIC SCHOLARSHIP FUND assists a student, or students, majoring in music.

THE ALEX G. AND IRENE F. NAGY SCHOLARSHIP is awarded to a student actively involved with a foreign language and extra-curricular activities at Heidelberg University.

PHYLLIS TUTTLE O'BRIEN SCHOLARSHIP FUND assists deserving students.

THE FERRIS AND DOROTHY OHL SCHOLARSHIP FUND, established upon their retirement in 1985 after 39 years of teaching at Heidelberg University, provides scholarships for first-year music majors who are working toward Bachelor of Music degrees.

OLESON-WOLFF SCHOLARSHIP, established in 2010 by former students, provides assistance to sophomores who are leaders, participate in forensics or are majoring in business or communication and theatre arts.

EDWARD N. PAINTON SCHOLARSHIP FUND helps deserving young people while they are at Heidelberg.

PARK-VAUGHAN MEMORIAL SCHOLARSHIP FUND, established in 1976, provides aid to those students preparing to work with emotionally handicapped children.

THE WILLIAM PEART FAMILY CHARITABLE FUND, established in 2006, is awarded to a non-traditional student in the sciences.

JOHN ABRAM PETERS SCHOLARSHIP, established by William Peters ('42) in honor of his grandfather, benefits deserving students majoring in business.

DR. CHARLES M. AND MARY C. PRUGH SCHOLARSHIP FUND was established in 1985 by Dr. and Mrs. Prugh, founders and for eighteen years, director of the Heidelberg Junior Year program at Heidelberg University, Germany. Preference is given to students in language or music.

READERS DIGEST FOUNDATION SCHOLARSHIP FUND helps deserving students.

THE PHILIP AND GLADYS RENDOFF MEMORIAL SCHOLARSHIP FUND, established in 1990, is to assist students majoring in elementary education and in need of financial assistance.

RHODES-KING SCHOLARSHIP FUND assists deserving music students of piano, voice and violin.

RICKARD SCHOLARSHIP was established to assist deserving students in the sophomore, junior or senior classes.

THE MR. & MRS. ROBERT E. ROSS SCHOLARSHIP, established in 2005, is to assist needy students engaged in the preparation and study for the ministry of the United Church of Christ.

THE EDWARD AND ALLENE RUBIN SCHOLARSHIP FUND for the Performing Arts, established in 1970, provides scholarships for students majoring in the arts.

GERTRUDE SCHULZ SANDERS AND THOMAS HENRY-SANDERS MEMORIAL SCHOLARSHIP, established in 1976, is awarded annually to a junior or senior who is financing his or her own education and whose life and spirit show a similar dedication.

THE CLIFFORD F. AND MARY BEMENDERFER SAURWEIN SCHOLARSHIPS were established in 1998 in honor of Clifford F. ('27) and Mary Bemenderfer ('30) Saurwein to provide financial assistance to needy seniors and scholarship assistance to natural science majors and to students from specific foreign countries who wish to attend Heidelberg University.

MR. AND MRS. ARTHUR J. SCHMIDT SCHOLARSHIP FUND uses the income to help a student who shows merit or promise, with preference to be given to students from St. Peter's United Church of Christ, Amherst, Ohio.

GERALD T. SCHWARZ AND EARL BOPP SCHOLARSHIP provides aid for a promising premedical student or biology/science teacher.

LESTER M. SEARS SCHOLARSHIP FUND was established to aid deserving students.

MARGARET RAE SEILER SCHOLARSHIP FUND, established in 1970, provides scholarships to students majoring in music.

B.A. SEITZ MEMORIAL SCHOLARSHIP provides each year for a scholarship to be applied toward payment of tuition the following year at Heidelberg for upper class students from Tiffin who demonstrate financial need.

THE C. PAUL SHERCK (1931) AND JOHN E. SHERCK (1898) SCHOLARSHIP FUND, established in 1995, is awarded to a financially deserving full-time sophomore, junior or senior student planning a career in teaching, but not necessarily an education major. The recipient must have and maintain a grade point average of at least 3.0 and be of fine character with traits of compassion, honesty, dedication and discipline.

THE DR. HOWARD K. SHUMAKER SCHOLARSHIP FUND, established in 1990, provides aid to full-time students from Bellevue, Ohio or the United States if no students are qualified from the Bellevue, Ohio geographic area.

SOUND OF MUSIC SCHOLARSHIP, established in 2010, is to provide financial support for those who are studying music—piano, voice and/or instrumental.

STACY MEMORIAL SCHOLARSHIP, assists worthy and deserving students.

FRANK K. AND MARGARET STARBIRD SCHOLARSHIP, established in 1991, is awarded to one or more students with high music potential from the areas of vocal music, piano or organ.

THE WAYNE E. STEERMAN SCHOLARSHIP IN SCIENCE, was created in 2003 by Margaret Hanson Reed, class of 1932, will be used to benefit a worthy and deserving student majoring in science.

RUSSELL AND MYRNA STRAUSSER MEMORIAL SCHOLARSHIP, established in 1990, is awarded to a full-time student of Heidelberg University.

THE FRED STUCKEY SCHOLARSHIP IN EDUCATION, was created in 2001 by the daughters of Fred Stuckey, class of 1925, to honor his commitment to and love for Heidelberg University. It benefits a full-time student in education.

THE WALTER E. SUTTON SCHOLARSHIP FUND, established in 2004 in honor of Walter E. Sutton, class of 1937, is awarded to a deserving student or students whose major field of academic study is English, with preference to be given those pursuing the study of literature.

THE CHRISTI THOMAS MEMORIAL SCHOLARSHIP, established in 2007 and awarded to a junior majoring in education, is given in memory of Christi Thomas, Heidelberg Education Department's Lemonade Girl!

TIFFIN WOMAN'S CLUB SCHOLARSHIP, established in 2006, is awarded to a deserving student from Seneca County.

THE TIMKEN FOUNDATION OF CANTON SCHOLARSHIP, established in 1980, provides aid based on need, with priority given to Timken Company employees, and most especially those who reside in Crawford County, Ohio, and their children.

JOHN W. TOWNSEND SCHOLARSHIP FUND was established to assist a young person with financial need who shows evidence of achieving great breadth of interest and depth of human warmth. Must be at least a junior.

THE LOUIS S. AND M. CONSTANCE TREEN SCHOLARSHIP IN SCIENCE, established in 1998 by Dr. Meridith Treen, class of 1981, in honor of her parents, is awarded to a deserving junior or senior majoring in natural science, with preference given to a pre-med student.

UNITED CHURCH OF CHRIST 17/76 SCHOLARSHIP FUND, established in 1976, provides assistance to minority students with financial need at Heidelberg University.

THE UNITED CHURCH OF CHRIST SCHOLARSHIP FUND provides financial aid for students to attend Heidelberg University, with preference given to members of the United Church of Christ.

HELEN L. WAGNER SCHOLARSHIP was created in 2002 by the estate of Helen L. Wagner and will benefit deserving students.

HOWARD B. WEAVER SCHOLARSHIP FUND helps students of high academic standing from Stark County, Ohio.

VALERIE WEINGART SCHOLARSHIP, established in the permanent endowment of the University, is awarded annually to a woman majoring in music in her junior or senior year. The recipient, when possible, should be from Columbiana County, Ohio.

THE SARAH E. WELSH EDUCATIONAL SCHOLARSHIP FUND, established in 1999, assists students in the following order: 1. Students who graduate from Springboro High School and are members of the Springboro United Church of Christ in Miamisburg, OH; 2. Students who are members of Springboro UCC and who graduate from a high school other than Springboro; or 3. Students who graduate from Springboro HS and are not members of the Springboro UCC. This award is to be renewed for four years as long as the student is in good academic and social standing.

WHISTLER SCHOLARSHIP IN CHEMISTRY honors Dr. Roy Whistler ('34) professor emeritus at Purdue and often referred to as the "father of carbohydrates", benefits a sophomore or higher majoring in chemistry.

THE VIRGINIA (1932) AND SHERMAN WHITE SCHOLARSHIP, established in 2005, is awarded to a deserving and academically qualified student.

WILHELM FAMILY ENDOWMENT FUND, created by Alfred A. Wilhelm ('41), Heidelberg Emeritus Trustee, provides financial assistance to full-time students who are industrious with intellectual capacity indicating capability of success.

THE WOMEN'S GUILD SCHOLARSHIP FUND helps a worthy student, or students, in the sophomore year of college or beyond, preparing for a church-related vocation.

WORLD WAR II MEMORIAL SCHOLARSHIP FUND, established on Memorial Day, 2004 by Verne, class of 1942, and Evelyn, class of 1943, Atwater, this scholarship honors and remembers those Heidelbergers who sacrificed their lives and promises for the future to protect their loved ones and the "American Dream." The scholarship is awarded to a deserving student majoring in education, business, political science, music or science.

THE ELMER M. ZAUGG SCHOLARSHIP, created in 1997 by Mildred Z. Chamberlin ('33) and Harold M. Zaugg, in honor of their father, a former faculty member and alumnus of Heidelberg University, to assist needy students.

ZECHIEL MEMORIAL SCHOLARSHIP FUND was established by the children and grandchildren of Otto J. and Hazel C. Zechiel. The scholarship is awarded to junior or senior students who are preparing for full-time Christian Ministry or to junior or senior students who are members of the United Church of Christ.

# Endowed Prizes and Endowed Funds

Endowed Prizes and Endowed Funds are also gifts permanently invested in the University's endowment. Prizes are created to provide cash awards to students and Endowed Funds are created to support a faculty, staff or a specific purpose, i.e. choir travel. Financial Aid awards prizes based on selection criteria determined by the donor. Endowed Funds are also awarded through criteria created by the donor. Endowed Prizes and Endowed Funds require a minimum of \$10,000. These gifts are deeply appreciated by the University.

*The J. Robert Allman Award in Theatre Arts*, established in 1997 by the Department of Communication and Theatre Arts, recognizes a graduating student who, out of participation in at least six Heidelberg Theatre productions, is considered to exceed all other acting participants in performance and leadership onstage.

*Archives Endowment Fund* created by the Class of 1960 on the occasion of the 50th reunion, provides for the preservation and development for the University Archives and its program.

*The Arthur E. and Helen M. Bean Music Award* was established in 1998 in honor of the donors, Arthur and Helen Bean. It is given to a junior music major on the Bachelor of Music, Bachelor of Arts or Bachelor of Science degree. Nominations are made by instrumental faculty at the end of the sophomore year juries and the recipient is elected by the instrumental faculty after the nominee has performed a junior recital.

*F. J. Brand Prize in Physics*, annual cash award to the junior or senior who has taken at least 14 semester hours in physics and who, in the judgment of the head of the department, has made the greatest progress in laboratory or classroom work during the year.

*Burghalter Memorial Award*, annual cash award to any student in the three upper classes who voluntarily during the year by a single continuing unselfish act has best exemplified the spirit of the Good Samaritan.

*Chidester Prize*, established in 2004 by members of the Excelsior Society and friends of Jackie, assists students from Licking Valley High School or Licking County.

*Distinguished Service Award in American Studies* is a four year award in recognition of outstanding service to the University or community by a student majoring in American studies.

*Distinguished Student Award in American Studies* is a cash award presented to the graduating senior who has achieved the highest academic standard during four years at Heidelberg while a major in the department.

*The Helmut Fischer Prize in German-American Studies* - To a student selected by the Language Department who in the past year excelled in German studies or in fostering German-American understanding.

*Paul A. Flynn Memorial* - To be awarded to a pre-law student.

*Alexander and Christina Garver Memorial Prize*, annual cash award to the two first-year students who rank highest in a competition in English composition each May.

*William Henry Gibson Prize Fund* provides an annual cash award to a graduating senior who, in the judgment of the keyboard faculty, has excelled in the performance of a full senior piano or organ recital.

*The Dr. John W. Groce Prize in Chemistry* supports a sophomore or junior student majoring in Chemistry or Biochemistry.

*Michael Hayhow Prize* - An award to a first-year student who, showing intent to return to Heidelberg University for further education, exemplifies the qualities of leadership, grade point average and service to the community.

*R. W. Herbst Prize*, two annual cash awards in an oratorical contest each spring in which all University students are eligible to participate. The highest ranking man and woman in this contest will represent the University in the annual state oratorical contests.

*The Alfred T. Hobson Award* is a cash award made annually to the junior or senior majoring in English or communication and theatre arts whose qualities of character and personality best reflect those of Alfred (Al) Hobson.

*Paul H. Hoernemann Award*, based upon a gift from the Rev. Dr. and Mrs. T. W. Hoernemann, parents of Paul H. Hoernemann. This plaque is awarded annually to the graduating student who most nearly exemplifies the characteristics of mind, body and spirit to which Paul Hoernemann (Class of 1938) dedicated his own life: high ethical character, scholarship, proficiency in athletics and conspicuous loyalty to the spirit of Heidelberg University.

*The Paul H. Hoernemann Memorial Prize Fund*, annual award divided equally between the two sophomores who have shown the most improvement in football and voice, as determined by the professors and department heads in these areas. The award is to be applied to student's fees during the first semester succeeding the year in which it is awarded, irrespective of any other aid or scholarships.

*H. Dana Hopkins Award*, annual cash prize to the outstanding senior student majoring in Communication and Theatre Arts. Selection will be based on scholarship and participation in CTA activities, as judged by the Communication and Theatre Arts faculty.

*Jane Frost Kalnow Memorial Fund* is an annual cash award for one or more scholastically outstanding German majors.

*Jane Frost Kalnow Memorial Fund Career in Accounting* is an annual cash award to the outstanding junior with a career goal in accounting selected by the faculty of Business Administration, Accounting and Economics.

*Jane Frost Kalnow Memorial Fund Career in Industry* is an annual cash award to the outstanding junior with a career goal in industry, selected by the faculty of Business Administration, Accounting and Economics.

*Jane Frost Kalnow Memorial Scholarship* is an award given annually to a deserving student based on scholarship and character.

*Kefauver Memorial Prize*, annual cash award to the member of the junior class who has received the highest grades throughout the year.

*Thomas F. Keller Prize*, annual cash award to the three members of the graduating class who have received the highest grades throughout their four years at Heidelberg.

*The Frank Kramer Prize* is a cash award presented to a junior or senior who has taken at least 12 hours in classics with a grade average of at least 3.5.

*The John Allen Krout Award*, in honor of the alumnus and former dean of Heidelberg University, is a plaque presented to a junior for scholarship and participation in two varsity athletic sports.

*The John Allen Krout Prize in American History* is an annual cash award to the graduating senior who, in the judgment of the Department of History, has demonstrated outstanding ability in American history.

*Edward Lamb Foundation Award*, plaque awarded to the senior majoring in the field of business administration and economics that has the highest cumulative grade point average.

*Charles M. LeGalley Prize in Speech*, annual cash award to a junior who is judged by the Department of Communication and Theatre Arts to be the "best performer" in that year in the activities of the department.

*A. G. McQuate Award in Field Biology*, annual cash award to the upper class student who, in the judgment of the biology faculty, has demonstrated ability, interest and promise in the areas of conservation and field studies. Participation in formal field studies programs will be encouraged in the granting of this award.

*Dr. and Mrs. Burton R. Miller Prize in English*, annual cash award to the senior majoring in English who has received the highest grades in English during his or her junior and senior years.

*Wellington and Anna Miller Memorial Prize*, annual cash award divided between the two seniors receiving the highest grades throughout the year.

*The Montague Prize*, established in 1995 in memory of Henry S. Montague, a former faculty member of Heidelberg University, is awarded to the most outstanding sophomore and junior keyboard major; applicable only for payment of University fees.

*Dr. Rose Moore Education Award*, based on scholarship, character, personality and prospects as a teacher, is a cash award to be presented to a student preparing for a career in elementary education.

*The David Noss Lecture Series Fund*, established in 2010 by Dr. Noss' children, Roger Noss and Jeanne Noss Kline, this fund will help support efforts to bring to campus prominent speakers on the topics of social justice and ethics.

*The Ferris and Dorothy Ohl Prize* is a cash award presented for excellence in musical performance to a student music major working toward a Bachelor of Music degree who has best displayed musical talent, performing ability and the potential for professional success. The student will be selected in the second semester of the senior year by the entire music faculty. The prize is to be awarded during Honors Convocation.

*Alan S. Okun Prize in Communication and Theatre Arts*, established in 2001 by Alan S. Okun's (Class of 1972) family, will benefit a student majoring in communications with a concentration in radio broadcasting.

*Lenore Osterholm Prize in Spanish*, annual cash award to the two students who have achieved the highest grades in Spanish above the 200 level.

*Harry Emil Pheiffer Living Memorial Award*, annual cash award to a junior preparing for the ministry in the United Church of Christ on the basis of scholarship, Christian character and Christian leadership qualities.

*Pretzer Memorial Prize in Religion*, annual cash award to the two students, either sophomores or first-year students, who, in the judgment of the head of the Department of Religion, write the best term papers for the beginning courses in the department (201 or 250) on the outlook of the Christian faith upon some practical everyday problem.

*Prugh Prize in Athletics*, annual cash award to the graduating student who is judged to have excelled all others in leadership and performance in several branches of intercollegiate athletics, one of which has been basketball, during his or her career at Heidelberg University. Selection is made by a committee composed of the head of the faculty Committee on Athletics, the Director of Athletics and the Vice President for Student Affairs.

*PSI CHI Outstanding Senior Award* is a plaque presented to the graduating senior, majoring in psychology, who has demonstrated outstanding work in academics. Nominations are made by the Heidelberg chapter of Psi Chi (the National Honor Society in Psychology) and final selection is made by the Department of Psychology.

*William A. Reiter Memorial Prize*, annual cash award divided equally among the four first-year students ranking highest in the Extempore Contest in Public Speaking.

*The Martin A. Reno Prizes in Computing* are given in memory of Dr. Martin Reno who, during his forty years at Heidelberg, served as Chairman of the Physics and Computer Science Departments and Associate Vice-President for Information Resources. The *Emerging Scholar Prize* is given to a sophomore student pursuing a major or a minor offered by the Department of Computer Science who, in the judgment of the departmental faculty, demonstrates strong personal character and outstanding ability in the field. The *Senior Scholar Prize* is given to a senior completing a major offered by the Department of Computer Science who has maintained a 3.5 GPA and who, in the judgment of the departmental faculty, exhibits a strong work ethic and the qualities of character, leadership and integrity. Preference will be given to a student who plans to continue his education in the field.

*Senior Laureate Prize* - An award given annually to a worthy student based on scholarship and character.

*John C. Shinn Memorial* - An annual award given to a young man or woman who is majoring in history, political science or economics.

*E. J. Shives Prize in Chemistry*, annual cash award to a senior who has majored in chemistry and who meets the following conditions: 1. has maintained a grade point average of B (3.0) in all courses taken for a degree after seven semesters in the University; 2. has maintained a grade point average of 3.5 in all courses elected for the major; and 3. has been judged by the staff of the Department of Chemistry as worthy of this honor.

*R.C. & J.D. Spring Scholarship* - An award to a needy and worthy Heidelberg University graduate who has been accepted by a theological seminary to prepare for service as a minister in the United Church of Christ. Preference is given to students from Montgomery County, Ohio.

*Martin Walker Smith Prize in History*, annual cash awards to two senior students. One award goes to the senior major with the highest cumulative point average at the end of the first semester of the senior year. The second award goes to a senior major for a research paper on some problem in history.

*Daniel J. and W. J. K. Snyder Prize*, two cash prizes and keys awarded to the man and woman who at graduation are adjudged by the faculty to have excelled during their four years at the University in leadership based upon character and scholarship.



*William F. Steele Prize in Mathematics*, annual cash award to the graduating mathematics major who, in the judgment of the mathematics faculty, best demonstrates outstanding interest, ability and potential for further study in mathematics.

*George A. Stinchcomb Prize in Natural Science or Mathematics*, annual cash award to a student of sophomore standing during the year who excels in natural science or mathematics. The recipient is chosen by the Vice President for Academic Affairs from students recommended by the heads of the natural science and mathematics departments. The sophomore must have completed four semester courses in natural science and two semester courses in mathematics.

*Stoner Memorial Prize*, annual award to the two sophomores in Arts who receive the highest grades during the first-year and sophomore years; available only for the payment of University fees.

*Tau Mu Sigma Prize* is a cash award given each year by the organization to the sophomore in the Department of Music who has maintained the highest scholastic average for the year.

*Triad Club Award* is a credit letter, given each year to the junior in the Department of Music who has the highest music cumulative average during the year.

*The Wickham Prize in Business* is a cash award given annually to the senior who, in the judgment of the Business faculty, has been the most active and effective in organizations and activities within the Heidelberg School of Business. The prize is given in honor of Professor Emeritus William T. Wickham (Class of 1951) who served as chairperson of the Business, Accounting and Economics Department from 1977-1999.

*Dr. E.I.F. Williams Memorial Prizes in Education*, annual cash awards to two men and two women in student teaching who are judged by the Department of Education to rank highest. Two of the prizes are for students preparing to teach in elementary schools, the other two for students preparing to teach in junior or senior high schools.

*Wilson Memorial Prize*, given each year to a senior majoring in biology, who has been accepted for graduate study in a biological science or in medicine or dentistry and who shows promise of outstanding achievement.

*The Leanne O. Wolff Award in Communication and Theatre Arts*, established in 1996, is awarded to the junior majoring in Communication and Theatre Arts with the highest grade point average after five semesters.

*Allan King Zartman Prize in Biology*, to the sophomore or junior in biology who has excelled in the quality of his or her work. The award, made by the head of the Department of Biology, is available only for University fees during the succeeding year.

*Elizabeth Conrad Zartman Prize in Philosophy*, annual award to the sophomore or junior in philosophy who has excelled in his or her work. The award, made by the head of the Department of Philosophy, is applicable only for University fees during the succeeding year.

# Annual Scholarships



Annual Scholarships are gifts made annually to support students financially. The entire gift is directed to a student or students based on the selection criteria of the donor. Currently, the minimum gift for an Annual Scholarship is \$1,250. The University is grateful for these annual gifts.

THE TED AND JANE HOERNEMANN HIERONYMUS SCHOLARSHIP, created in 2010, provides financial assistance to deserving and qualified students from Miamisburg High School who wish to attend Heidelberg.

THE TED AND JANE HOERNEMANN HIERONYMUS SCHOLARSHIP IN MUSIC, created in 2012, provides financial assistance to deserving and qualified students from Mentor High School who wish to attend Heidelberg and major in music education or music performance.

HOME SAVINGS AND LOAN COMPANY SCHOLARSHIP, established in 2002, is to provide aid to a junior or senior business related major with minimum 3.0 GPA.

STEPHEN (1964) AND KATHLEEN KELBLEY SCHOLARSHIP, established in 2006, is to benefit a deserving student from Seneca County.

THE ELEANOR SCHLICHTER GROVE SCHOLARSHIP IN GERMAN, supports a deserving and qualified student engaged in the “dedicated and committed study of German”.

# Admission



Heidelberg University seeks to admit those students who will benefit from the educational offerings of the University and who will contribute to the shared life of the campus community. Students are admitted regardless of sex, race, national origin, physical handicap or religious affiliation. Admission is granted after careful review of the candidate's academic promise, social character and potential for success at Heidelberg University.

The Admission Committee considers each applicant individually to determine if the student will be able to fulfill successfully the academic responsibilities of a Heidelberg student. The applicant's high school achievement record is the single most important factor considered. A college preparatory program in high school is generally required. Candidates are strongly encouraged to distribute their high school work over as many of the academic areas as possible. As a minimum preparation, Heidelberg strongly encourages applicants to have 4 units of English, 3 units of social studies, 3 units of mathematics (Algebra I, Algebra II and geometry) and 3 units of natural sciences (earth or physical science, biology and chemistry). Two or more units of another language are highly recommended. Science- and mathematics-related majors are urged to consider additional course work in mathematics and science.

## ► HOW TO APPLY

Application forms may be obtained at [www.heidelberg.edu](http://www.heidelberg.edu), by writing to the Office of Admission, 310 E. Market Street, Tiffin, Ohio 44883-2462, or by calling 419-448-2330.

Applications may be filed any time after the student has completed his or her junior year in secondary school. Clearly qualified students are advised of their admission as early as September 15 of their senior year.

Transcripts of all courses taken, grades and credits received in secondary school must be sent to the University before a decision on admission will be made. Although most applications are received at the end of the student's sixth or seventh semester in secondary school, final admission is contingent upon satisfactory completion of all high school requirements. Aptitude test scores should be forwarded to the University as soon as they are available. Heidelberg requires either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT). These tests are administered several times during the year, and the University will accept scores from any testing date. An on-campus interview with a member of the Admission staff is strongly advised.

## ► ROLLING ADMISSION PROCEDURE

Complete applications are normally processed within two weeks of their receipt in the Office of Admission. A complete application consists of:

1. A completed Heidelberg University Application for Admission.
2. An official high school transcript.
3. Official transcripts of any college course work.
4. Results of the Scholastic Aptitude Test (SAT) or the American College Test (ACT).
5. Guidance Counselor Evaluation, if requested.

## ► CONDITIONAL ACCEPTANCE

Heidelberg University encourages all interested students to apply for admission. Conditional acceptance is offered to students who do not meet all of the criteria for admission but who show promise of success. Additional support materials such as recommendation letters and writing samples may be requested prior to an admission decision being made.

Students admitted conditionally will be limited to 12 to 13 credit hours during their first semester. Appropriate classes will be assigned and students may not change their schedule without permission of Academic Affairs. Applicants who lack sufficient foundation in their proposed area of study may be required to successfully complete designated courses before qualifying for full admission.

## ► ENROLLMENT FEE

After admission the student should submit a \$250 fee to insure a place in the incoming class. This fee is non-refundable after May 1.

## ► CERTIFICATION OF HEALTH

The entering student's medical history record and physical examination report are submitted on forms provided by the University after acceptance for admission and before the student's arrival on campus. Students with a learning disability should provide written documentation of that disability after acceptance for admission to the Director of the Academic and Career Support Center who will determine appropriate accommodations.

## ► ADVANCED PLACEMENT

Heidelberg recognizes the value and purpose of certain college-level courses offered to superior students in many secondary schools through the Advanced Placement Program of the College Entrance Examination Board. To be eligible for advanced standing and/or actual college credit, the entering first-year students must have completed a college-level Advanced Placement course in high school and achieved a satisfactory score on the Advanced Placement Test for that subject. All decisions regarding standing and credit are made by the Registrar.

## ► COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

Heidelberg awards advanced standing credit for specified Subject Examinations of the College-Level Examination Program. Additional information is available at <http://www.heidelberg.edu/about/administrativeoffices/registrar>

## ► INTERNATIONAL BACCALAUREATE ORGANIZATION PROGRAM (IB)

Heidelberg awards advanced standing credit for specified standard and higher level examinations. Additional information is available at <http://www.heidelberg.edu/about/administrativeoffices/registrar>

## ► MUSIC APPLICANTS

In addition to meeting the general requirements for admission to Heidelberg, applicants to the School of Music must audition in order to demonstrate musical achievement in the area of study. Placement tests are used to determine the student's musical knowledge and background. Students planning to major in music should contact the chairperson of the School of Music to schedule an audition.

## ► TRANSFER POLICY

Transfer applicants are required to submit the regular Heidelberg University Application for Admission, high school transcripts and official, final transcripts of all previous college work attempted. A personal character reference from the Vice President for Student Affairs at the institution most recently attended is required. Transfer applicants must be in good academic standing and entitled to an honorable dismissal at the college they most recently attended. A minimum GPA of 2.0 (A=4.0 scale) is required for transfer students who enter Heidelberg University directly from another institution.

Transfer credit is determined by the Office of the Registrar. Eligible credit must be earned 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). Credit will be accepted at Heidelberg University as long as the grade earned is C- or better.

A student transferring to Heidelberg University from other institution(s) of higher learning must meet residence requirements in order to be eligible for graduation from a baccalaureate degree program. A candidate for a degree must take a minimum of 30 semester hours at Heidelberg University. A minimum of 60 hours must be earned at a four-year college or university. At least one-half of the hours required for a major at Heidelberg University (not including allied courses) must be taken as coursework at Heidelberg University and does not include credit by exam or CLEP. In the event a student's transfer credit awards more than one-half of the hours required by their intended major, additional course requirements will be arranged

between the Department Chair and the student to ensure that the student meets the one-half of the hours in the major residency requirement.

Credits will be awarded for specific Heidelberg University courses when transferable credits are for equivalent courses. When the transferable courses do not have Heidelberg University equivalents, credits will be awarded as ‘elective’ credits. Transfer credit does not affect the Heidelberg University cumulative grade point average and will not replace credit earned for the same course at Heidelberg University. Courses identified as “Developmental” or “Pre-College” and classes in computer science/information systems that were taken more than 10 years ago are not eligible for transfer credit.

Credit earned at non-U.S. institutions will be considered for transfer credit with the submission of a World Education Services (WES) evaluation. Students interested in foreign transfer credit evaluations are encouraged to contact WES at [www.wes.org](http://www.wes.org).

As part of the degree requirements at Heidelberg University, students must earn at least 30 semester hours in undergraduate courses numbered 300 and above. Transfer students are encouraged to read the policy addressing the Total Degree Requirements.

If a student wishes to appeal a transfer credit decision, s/he may submit a copy of the syllabus from the course in question to the Office of the Registrar no later than 90 days from the date of the transfer evaluation. Appeals will go to, and may be granted by the Department Chair and amended on the student’s transfer evaluation. When cases of unusual or extenuating circumstances occur, a student may appeal the transfer credit decision beyond the 90 day limit.

#### **Prior Degree Transfer Policy**

Matriculants who have earned an Associate of Arts or Associate of Science from a state-assisted, regionally accredited university in Ohio beginning 2007, are eligible to use the degree to fulfill the Undergraduate Academic Foundation requirement. Matriculants holding a Bachelor’s Degree from a regionally accredited university may also use the degree to fulfill the Undergraduate Academic Foundation requirement. Matriculants must meet all residency requirements and all other degree requirement policies.

If a student does not meet the Prior Degree Transfer criteria, an appeal may be made to the Provost’s Office. The appeal form is completed on-line and will be referred to the Academic Policies Committee for a full review of the student’s academic history.

### ► **HOME SCHOOL STUDENTS**

Heidelberg welcomes and encourages home schooled students to apply for undergraduate admission. Home schooled students must supply:

1. A high school transcript including a list of courses taken, grades received or level of proficiency attained. This transcript can be from a home school curriculum agency or can be parent (or instructor) generated. A student may apply while their final coursework is still in progress.
2. ACT or SAT test scores.
3. College transcripts, if any college-level coursework has been taken.
4. Official final transcript indicating date of graduation.

### ► **INTERNATIONAL STUDENTS**

Students who are not citizens of the United States, and who are interested in admission to Heidelberg as degree program students, should contact the Office of Admission for information on application procedures. Heidelberg is authorized under federal law to enroll nonimmigrant alien students. Tuition and fees must be paid prior to each semester.

### ► **DUAL ADMISSION AND ENROLLMENT PROGRAM**

#### **PARTICIPATING COLLEGES**

- Marion Technical College—Marion, OH
- North Central State College—Mansfield, OH
- Owens Community College—Findlay and Toledo, OH
- Terra Community College—Fremont, OH

While enrolled at one of these participating colleges, students may enroll in one class at Heidelberg each semester for a maximum of four semesters prior to transfer. Heidelberg University will charge the same tuition rate as the participating college and provide academic advising to help students best utilize their credits.

The program is open to new, transfer, and adult students. Students begin the Program by completing an Associate of Arts or Associate of Science degree, and then transfer to Heidelberg University to complete a bachelor's degree. The Dual Admission and Enrollment Program requires that students meet all admission requirements and be accepted by both the participating college and Heidelberg University. All students must complete the appropriate online application and submit a final high school transcript and/or GED. Official transcripts from any prior college attended must also be submitted. New students with no prior college and transfer students with few earned hours must also submit ACT and SAT scores.

### ► **ADULT AND NON-TRADITIONAL APPLICANTS**

Applicants 23 or older may apply for admission to Heidelberg as an adult student. Such applicants need not submit scores from the Scholastic Aptitude Test (SAT) or the American College Test (ACT), but should submit a high school transcript and official transcripts of all previous college work. Application forms are available on-line, from the Office of Admission on the Tiffin campus and at Heidelberg's Arrowhead Park campus in Maumee.

### ► **VETERANS**

Heidelberg is fully approved under the laws providing educational benefits for eligible veterans. The following programs are offered through the Department of Veterans Affairs and administered at Heidelberg University: Post-9/11 GI Bill or Chapter 33, Yellow Ribbon Program, Montgomery (New) GI Bill or Chapter 30, Reserve GI Bill or Chapter 1606, Veterans Educational Assistance Program (VEAP) or Chapter 32, Dependents Educational Assistance or Chapter 35, and Vocational Rehabilitation or Chapter 31. Certification of enrollment is managed by the Director of Financial Aid. Veterans should submit their Eligibility Notice to the Financial Aid Office.

### ► **YELLOW RIBBON PROGRAM**

Heidelberg University has entered into the Yellow Ribbon Program, which allows eligible military veterans to attend Heidelberg tuition-free for up to four years.

The Yellow Ribbon Program is a provision of the Post-9/11 Veterans Education Assistance Act of 2008. As a participant in the program, Heidelberg pledges to cover 50 percent of any tuition and fees that remain after Post-9/11 benefits have been awarded by an eligible service member. The U.S. Department of Veterans Affairs will match the Heidelberg contribution to cover military veteran's tuition and fees in full.

Eligibility includes those military veterans who have served at least 36 months of active duty after September 10, 2001, as well as those veterans who have served 30 continuous days after September 10, 2001, and who were honorably discharged from active duty for a service-connected disability. Eligibility also extends to dependents who qualify for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria listed above.

Additional information about the Yellow Ribbon Program and the Post-9/11 Veterans Education Assistance Act can be obtained through the Heidelberg Financial Aid Office or through the GI Bill web site at [www.gibill.va.gov](http://www.gibill.va.gov).

#### **MILITARY CREDIT**

Heidelberg University will review any previous military experience and training for possible university credit. The same transfer rules apply to these courses.

Determination of credit is based on the American Council on Education (ACE) guidelines as published in *The Guide to the Evaluation of Military Experiences in the Armed Services*. In addition

to high school or college academic transcripts, applicants will need to submit a DD Form 214 and any military transcripts detailing training and education. These would include:

DD Form 214

AARTS Army/American Council on Education Registry Transcript System

SMART Sailor/Marine ACE Registry Transcript

Community College of the Air Force

Coast Guard Institute

### ► PART-TIME STUDENTS

Persons who wish to enroll as part-time students – fewer than 12 semester hours – with the intent of seeking a degree should follow the usual application procedures outlined in the preceding paragraphs.

### ► UNCLASSIFIED STUDENTS

Persons who wish to enroll for full- or part-time studies in the regular University session but do not wish to be a declared degree candidate must secure permission to register from the Office of Admission. Admission is based on evidence of the applicant's ability to pursue college courses and of satisfactory high school preparation. Basic application information must be submitted with official high school and previous college transcripts.

### ► CHANGE IN STATUS

Students enrolled at Heidelberg as non-degree students but who wish to change from nondegree status to degree status must have the change approved by the Office of Admission. Students enrolled in the Summer Session who have not been admitted to the regular session of the University may change their status only with the approval of the Office of Admission. The stated admission policies and procedures apply in such cases.

### ► SUMMER SESSION

Entering first-year students, admitted transfer students and regular students in good standing may register for Summer Session courses without special permission. The Summer Session is comprised of two terms and students may register for up to two courses per term. Inquiries from all other prospective students should be addressed to the Office of Admission.

### ► TRANSIENT STUDENTS

Degree-seeking students enrolled at other institutions who wish to take coursework at Heidelberg to transfer back to their home institution must complete a Transient Student Application for each term of enrollment. Students must submit either a statement of good standing or an official transcript from the institution they are attending. An official transcript is required if the Heidelberg course has prerequisites. Financial aid must be processed through the student's home institution.

# Expenses and Student Aid



Heidelberg University is a privately supported, non-profit, church-related university. Tuition fees paid by students cover a major part of the instructional and operating costs of the University. The balance of these costs is provided by income from endowments representing gifts from many friends since the University was founded and by current gifts and contributions from individuals, corporations, alumni and the United Church of Christ. The cost of the student is thus kept to an amount consistent with adequate facilities and instruction of high quality. Heidelberg University reserves the right to change tuition, fees and other charges as the economic situation dictates.

## ► TUITION AND FEES 2012-2013

Tuition and Fees for the academic year, including Student Fee (includes free admission to all athletic, debate and oratory events, and the Artist-Lecture Series) and most laboratory fees for 12 to 16 semester hours, per semester, excluding music ensembles (Department of Music, 12 to 17 semester hours, per semester, excluding music ensembles) .....	\$24,000.00
Tuition and Contingent Fee for less than 12 hours, per semester hour (plus laboratory fee for certain courses) .....	648.00
Tuition and Contingent Fee in excess of 16 hours, per semester hour (Department of Music, in excess of 17 hours) .....	648.00
Special Fees, Department of Music for full-time non-music majors	
Private instruction in Applied Music, per semester hour .....	250.00
Credit by Examination: Examination Fee .....	75.00
(plus \$40.00 per credit hour for each course successfully completed by exam)	
Audit Fee .....	284.00
Graduation Fee .....	105.00
Lost Identification Card Fee .....	25.00
Returned Check Fee .....	25.00
Late Graduation Application Fee .....	25.00
Late Registration Fee .....	100.00
Assessed to continuing students not registered by Aug. 1st for Fall Semester or by the last day of Fall Semester for Spring Semester Failure to Comply Fee .....	25.00
Lost Key .....	100.00
Technology Fee (resident) .....	582.00
Technology Fee (full-time non-resident) .....	100.00
Tuition high school seniors and selected juniors, per semester hour .....	150.00

Tuition adjustments will not be made for reduction in academic hours after the first week of classes unless approved by the Vice President for Academic Affairs and Provost of the University, in which case the refund policy will apply.

No student may have a transcript of his or her record or receive a degree until all obligations to the University are met.

Heidelberg University is a non-profit institution of higher learning. As such, student receivable accounts are considered to be educational loans offered for the sole purpose of financing an education and are not dischargeable in bankruptcy proceedings.



► **AVERAGE ESTIMATED BUDGET**

Tuition and Fees .....	\$24,000
Board .....	4,726
Room (Double room rate) .....	4,248
Books and Supplies (Estimate) .....	1,500
Technology Fee.....	582
Total Estimated Budget .....	<u>\$35,056</u>

The preceding estimated charges are for a student taking not more than 16 semester hours, per semester (Department of Music, 12 to 17 semester hours, per semester, excluding music ensembles. Students in the Honors Program will not be charged for extra hours incurred in HNR Courses.) and having a double room in the residence hall.

► **PAYMENT OPTIONS AND BILLING INFORMATION**

The University offers three plans for payment of tuition, room and board. Information regarding payment plans will be sent to the mailing address on file with the Registrar’s Office. For international students, tuition and fees are due at the beginning of each semester and must arrive at Heidelberg three days prior to arriving on campus.

**TWO-PAYMENT PLAN**

This plan, beginning August 1, enables students to pay room, board and tuition costs on a semester basis. No contract fee is required.

**FOUR-PAYMENT PLAN**

This plan allows you to pay tuition, room and board in four payments, two during the first semester and two during the second semester. A contract fee of \$45 is required and non-refundable.

**TEN-PAYMENT PLAN**

This plan, beginning August 1, enables students to pay room, board and tuition costs on a monthly basis over a ten-month period. A contract fee of \$45 is required and non-refundable.

**DUE DATES FOR FEE PAYMENT FOR 2012-2013**

<b>Two-Payment Plan</b>	August 1, 2012	January 2, 2013
<b>Four-Payment Plan</b>	August 1, 2012	October 1, 2012
	January 2, 2013	March 1, 2013
<b>Ten-Payment Plan</b>	August 1, 2012 thru May 1, 2013	

Once you are on a payment plan and making payments, the payments must be received no later than ten days after the due date. Payments are due the 1st of each month. If you miss two consecutive payments on the payment plan, you will be cancelled from the payment plan. The contract fee is non-refundable. In order to complete registration, all payment arrangements must be made prior to the beginning of class each semester. Failure to do so will result in the cancellation of the registration. Any arrangements for loans for financial aid should be made well in advance of each semester so that all fees are paid by the time they are due. A 1% interest charge is assessed to all unpaid balances that are not on a payment plan.

Participation in commencement, issuance of a diploma or transcript, or registration for a succeeding semester is dependent upon the student paying all financial obligations to the Business Office. Tuition and Fees cover use of the Library, Health Center, free admission to all athletic events, the Artistic-Lecture Series, Student Center Fees and laboratory fees for 12 to 16 semester hours, per semester (Department of Music, 12 to 17 semester hours, per semester), excluding music ensembles.

► **HALF TUITION FOR PERSONS 65 OR OLDER**

Men and women 65 years or older may enroll in undergraduate courses at Heidelberg University for half tuition. They may also elect to enroll in undergraduate courses without credit or examination (Audit). Both options are on a space-available basis and require permission of the

instructor and the Office of Admission. The reduced fee schedule, however, does not apply to non-traditional courses. Information on the reduced-fee schedule for older men and women is available in the Business Office. If you are auditing the class, the fee will be \$50.00.

## ► SCHEDULE OF CHARGES

Enrollment fee for first-year and transfer students..... \$250.00  
 (international students) 500.00  
 Application fee ..... 25.00  
 (This fee is non-refundable from the date of remittance and is not affected by the disposition of the application for admission.)

### Room rent in residence halls per semester:

Super Single ..... \$2,754.00  
 Single ..... 2,425.00  
 Double ..... 2,124.00  
 Triple ..... 1,991.00  
 Quadruple ..... 1,833.00  
 Walker Street Apartments/College Hill Apartments/2 Clinton ..... 2,389.00  
 Williard Hall ..... 2,224.00  
 Residence Life and Learning Hall (opening Fall 2011) Single ..... 2,650.00  
 Residence Life and Learning Hall (opening Fall 2011) Double..... 2,325.00  
 Greek Housing ..... 2,224.00  
 Board, per semester ..... 2,363.00

## ► WITHDRAWAL POLICY AND RETURN OF TITLE IV FUNDS POLICY

The University has a formal withdrawal process. Students choosing to withdraw from Heidelberg must contact the Dean of Student Affairs Office on the third floor of the Campus Center. Students must then talk to a representative from the Financial Aid Office and the Business Office before the withdrawal is official. The official withdrawal date is then determined and communicated to other campus officials. Students who withdraw prior to completing more than 60% of an enrollment period will have their eligibility for aid recalculated based on the percent of the term completed. The law assumes that you “earn” your federal financial aid awards directly in proportion to the number of days of the term you attend. The percentage of Title IV funds earned shall be calculated as follows:

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

162

Example: If you complete 30% of the semester, you earn 30% of the federal assistance you were originally eligible to receive. The Federal guidelines require that we refund this 30% in the following order: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Perkins Loan, PLUS, Pell Grant, SMART and SEOG.

This policy governs all Federal grant and loan programs, including Federal Pell Grant, Federal SEOG, Federal Perkins Loan and Federal Stafford Loans. The University will use the tuition adjustment percentage for the university and state fund adjustment. Please contact the Director of Financial Aid with specific questions concerning the refund calculation.

## ► TUITION ADJUSTMENTS

Students who totally withdraw from the University will have their tuition charges adjusted by 10% per week through the 60% of the enrollment period. Room and board adjustments will also be made based upon a weekly charge. Please see the Chief Business Officer for specific information.

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

## ► STUDENT FINANCIAL AID

Heidelberg University awards financial assistance to students based on financial need, academic merit and special circumstances. The Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA is required for all need-based assistance. Students are encouraged to file their FAFSA by March 1 for timely processing. The application is electronic and can be found at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

Heidelberg University feels the primary responsibility for financing a student's education rests with the family. Financial aid is determined based upon the family's ability to contribute. All students will be considered dependent upon their parents unless there is a special circumstance or are considered independent by federal requirements as indicated on the FAFSA.

The expected family contribution (EFC) is determined by an assessment of family income, assets, number of dependents and number of dependents enrolled in post-secondary education. Financial aid eligibility is determined utilizing the Federal Methodology (FM).

Heidelberg University is a NCAA Division III school and a member of the Ohio Athletic Conference (OAC) and complies with all rules and regulations governing student athletes.

Approximately 98% of students on the Heidelberg University campus receive financial assistance in one or a combination of sources.

Heidelberg University students are awarded over 16 million dollars annually in scholarships, grants, loans and jobs from Federal, State and University sources. Federal Programs that assist Heidelberg students include: Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Perkins Loan, Stafford Student Loan, Federal Work-Study, SMART Grant and TEACH. State assistance includes: Ohio War Orphans and Ohio National Guard. Please contact the Financial Aid Office for more information about these programs.

## ► SCHOLARSHIPS AND GRANTS

The following merit based scholarships are available to first-time, full-time students upon their acceptance to Heidelberg University for the 2012-13 academic year. All awards are based on seventh semester high school GPA and standardized tests taken on or before February 2012.

The Presidential, Dean's and Academic Scholarships are based on a point system. This chart can be used to calculate earned points based on High School GPA plus ACT/SAT scores. See descriptions below of each scholarship with corresponding point requirements.

HS GPA	Points	ACT/SAT	Points
>3.5	5	>27/1820	5
3.0-3.49	4	25-26/1700-1810	4
2.5-2.99	3	18-24/1290-1690	3
<2.5	1	<18/1290	2

*Presidential Scholarship* - A \$12,000 scholarship will be awarded to students who have a point value of 9-10 (see chart). Scholarships are renewable at the original amount for four years based on a minimum of 3.00 cumulative GPA at Heidelberg University.

*Dean's Scholarship* - A \$10,000 scholarship will be awarded to students who have a point value of 7-8 (see chart). Scholarships are renewable at the original amount for four years based on a minimum 3.00 cumulative GPA at Heidelberg University.

*Academic Scholarship* - A \$8,000 scholarship will be awarded to students who have a point value of 5-6 (see chart). Scholarships are renewable at the original amount for four years on a minimum 2.75 cumulative GPA at Heidelberg University.

### Heidelberg Scholars Competition

Based upon high school GPA and test scores, a select group of students are invited to compete for the following scholarships:

*Heidelberg Award*—Two (2) top scholarships will be awarded. The amount will be \$21,500 annually, \$86,000 for four years provided the student maintains a 3.0 GPA.

*\*This award will supersede all Institutional scholarships as well as other entitlement award including: Out of State, UCC, UCC Ministerial and Music Scholarship.*

*Founders Award*—Four (4) scholarships will be awarded. The amount will be \$17,000 annually, \$68,000 for four years provided the student maintains a 3.0 GPA.

*\*This award will supersede all Institutional scholarships as well as other entitlement awards including: Out of State, UCC, UCC Ministerial and Music Scholarship.*

*Trustees Award*—Approximately 25% of participants will be awarded this scholarship. The amount will be \$13,000 annually, \$52,000 for four years provided the student maintains a 3.0 GPA.

*\*This award will replace the Institutional scholarship offer, but other entitlements will still be granted.*

### **Heidelberg University also makes available the following scholarships and grants to new students for 2012–13 academic year:**

*Music Scholarship and Pacesetter Award* – Varying amounts awarded based on a performance audition/competition and recommendations of the Music Department Chairman. Prospective students must have a 2.5 minimum high school grade point average. Students must continue to be a music major, make satisfactory academic progress and maintain a 2.5 college GPA to remain eligible.

*UCC Tuition Grant* – This \$1,000 per year grant is awarded to students who are members of the United Church of Christ. A letter of recommendation by their minister is required. UCC students are guaranteed this award regardless of need. The guideline for renewal is compliance with satisfactory academic progress.

*Grants to Children of UCC Ministers* – Children of ordained UCC ministers and full-time missionaries are eligible for a \$2,000 grant. The guideline for renewal is compliance with satisfactory academic progress standards.

*Out-of-State Grant* – \$3,000 to a student from a state other than Ohio.

*University Grant* – Additional University grant dollars may be awarded to meet a student's need based upon Heidelberg's packaging policy and available funds.

*Transfer Academic Scholarship* – This award ranges \$6,000–10,000 per year. Students must have attempted at least 15 semester hours or 23 quarter hours and earned a 2.5 or higher GPA. Full-time enrollment status is required. Students must maintain a 2.5 GPA for renewal.

*Phi Theta Kappa Scholarship* – A \$1,000 award is available to students who are members of the Phi Theta Kappa Honorary, have earned at least 15 semester or 23 quarter hours and earned a 3.5 GPA or higher. Documentation of membership is required. Students must maintain a 3.0 GPA for renewal.

*The total of all Heidelberg gift assistance cannot exceed full tuition. Renewal of all sources of financial aid is contingent upon maintaining Satisfactory Academic Progress (SAP).*

## ► **FEDERAL STUDENT AID PROGRAMS (TITLE IV)**

The following sources of federal aid are administered at Heidelberg. Grants are financial aid students don't have to pay back. Work-Study lets students work and earn money to help pay for school or other expenses. Loans are borrowed money that must be repaid with interest.

*Federal Pell Grant* – A need-based grant with amounts ranging from \$602–5,550. Eligibility is determined by the federal methodology based upon the information provided on the FAFSA.

*Federal Supplemental Educational Opportunity Grant (SEOG)* – A need-based grant with amounts ranging from \$100–2,000 per year. A student must be full-time and Pell eligible.

*Federal Work-Study* – Provides jobs for students with financial need, allowing students to earn money to help pay their educational expenses. Awards range from \$800–2,000 per year.

*Federal Perkins Loan* – A low interest (5%) loan to help students with exceptional need. Heidelberg is the lender. The school makes the loan with federal funds and a shared contribution. Heidelberg students generally borrow \$1,000–2,000 per year. Repayment begins and interest accrues nine months after graduation.

*TEACH Grant (Teacher Education Assistance for College and Higher Education)* – A new program which began in 2008–09 awards a \$4,000 grant for students interested in education. Students must have a 3.25 GPA and agree to teach in a high-need field and low income school.

*Federal Direct Loans* – These guaranteed loans are the Department of Education's major form of self-help aid for students. First-year students can borrow up to \$5,500 with no more than \$3,500 being subsidized, sophomores up to \$6,500 with no more than \$4,500 being subsidized, and juniors and seniors up to \$7,500 with no more than \$5,500 being subsidized.

There are two types of Stafford Loans, subsidized and unsubsidized. The subsidized loan is awarded based upon need. No interest is charged during the in-school period. The unsubsidized loan is awarded regardless of need. Students are responsible for the interest that accumulates during the in-school and deferment period. Repayment begins 6 months after graduation or when student is enrolled less than half-time and is over a ten year payment period. The interest rate is 6.8% for the subsidized loan and 6.8% for the unsubsidized for the 2012-13 loan period.

*Parent Loan for Undergraduate Students (PLUS)* – Parents of dependent undergraduate students are eligible to borrow up to the cost of education minus the student’s financial aid. Parents must have good credit. Repayment begins 60 days after the second disbursement or can be deferred until the student graduates and is over a ten-year repayment schedule. The interest rate is fixed at 7.9%. Please contact the Financial Aid Office before borrowing.

## ► STATE OF OHIO PROGRAMS

The State Grants and Scholarships Department of the Ohio Board of Regents offers the following financial aid sources that Heidelberg administers.

*Ohio College Opportunity Grant (OCOG)* – Need-based, Ohio resident. Must complete the FAFSA by October 1. Students with an EFC of 2190 or less are awarded \$1,872.

*War Orphan Scholarship* – Children of deceased or severely disabled Ohio veterans who served during period of war or declared conflict. Award amount was \$4,650 for 2010-11.

Other programs include: the Robert C. Byrd Honors Scholarship, the Ohio Safety Officers College Memorial Fund and the Ohio National Guard.

## ► OUTSIDE SCHOLARSHIPS

Students are encouraged to explore financial sources above and beyond the programs administered through the Financial Aid Office at Heidelberg University. Many organizations, communities and high schools have scholarship and/or loan programs available to students that meet certain criteria.

If a student is a recipient of an outside scholarship and has received federal financial aid, review of their total award is required. Outside funds will first be applied to the student’s unmet financial need. Adjustments to the student’s self-help, loans and/or work will be made before reducing the University grant.

## ► UNDERGRADUATE SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID ELIGIBILITY

Federal regulations require that schools monitor the academic progress of each applicant for federal financial assistance and that the school verifies the student is making satisfactory academic progress toward earning a degree. This evaluation of academic progress is done annually at the completion of the spring semester by the Financial Aid Office.

All sources of financial assistance administered by the Financial Aid Office are governed by this policy.

New Federal policy, as of July 1, 2011, requires that we set a qualitative standard (grade point average) as well as a quantitative standard (credit hours) which specifies the pace at which the student must progress to graduate within the maximum time-frame established by Heidelberg.

Maximum hours/years to earn a degree: To quantify academic progress, a school must set a maximum time frame in which a student is expected to complete a program. For an undergraduate program, the maximum time frame cannot exceed 150% of the published length of the program measured in credit hours attempted and, also, years.

- Undergraduate programs require 120 hours for graduation. The maximum time frame for students is 180 attempted hours (120 x 1.5=180). Students whose program may require more than 120 hours for a degree will have a higher limit.

Heidelberg undergraduate programs normally are completed by the end of 4 years of full time enrollment. Therefore, the maximum time frame in years for a full-time student to complete their degree requirements is 6 years (4 x 1.5=6).

- **Credit hour/quantitative requirement:** Students must demonstrate measurable progress towards earning a degree by successfully completing at least 67% of all courses attempted.
- An attempted credit includes graded courses (A, B, C, D, F, FN, P, U, S) and non-graded courses (I, W, WF). Attempted hours also include any transfer hours accepted toward the student's degree by Heidelberg. Grades of W, WF, F, FN, U, and I are not considered successful completion and are not, therefore, counted in earned credits. Repeated courses are included in attempted credits and courses with passing grades are treated as earned. Audits are not included in attempted or earned credits.
- To calculate the percentage of credits you have earned; total all attempted credits and all earned credits. Then divide the number of earned credits by the number of attempted.

Total Earned Credits/Total Attempted Credits=Percentage completed

For example:  $18/24=75\%$ ,  $24/30=80\%$ ,  $20/30=66.7\%$

- **Withdrawals:** Grades of W are counted as coursed attempted.
- **Incompletes:** An I is not counted in hours passed until a grade is assigned.
- **Audits:** No credit is earned for audited courses. They are not included in attempted hours.
- **Transfer credits:** All transfer hours accepted by Heidelberg are counted in the maximum timeframe measurement and therefore are included in attempted and earned hours. A grade of C- or higher is required.

Grade point average requirement/qualitative requirement: At the end of their second year a student must earn a minimum cumulative grade point average of 2.0.

Students must meet Heidelberg's SAP standards to be eligible for financial aid funds for their next term of enrollment. In order to regain eligibility the student must meet the stated quantitative and qualitative requirements. Students have two options to regain eligibility:

1. Successfully complete coursework that improves Heidelberg cumulative gpa and/or completion rate to meet the required standards, or
2. Appeal to the Office of Financial Aid SAP committee for reconsideration based upon extenuating circumstances (review right to appeal requirements).

Notification: Students not meeting SAP requirements are notified by letter mailed to their mailing address, as indicated in Banner/OASIS II, in mid to late May after the Financial Aid Office staff has reviewed grades and progress. Students are responsible for keeping that address current or having mail forwarded to them during the summer months. The notification letter will state that the student is not meeting SAP requirements and what the student needs to regain eligibility.

Unless an appeal is granted for extenuating circumstances, a student can regain eligibility only by coming into compliance with the standards of academic progress.

Right to Appeal: Students have the right to appeal any decision of ineligibility to continue to receive financial assistance. Appeals must be made before the next enrollment term after the aid eligibility has been lost.

- The appeal may not be based upon the need for the financial assistance, poor study habits, course overload or the lack of knowledge that financial assistance was in jeopardy.
- An appeal would normally be based upon some unusual situation or condition which prevented the student from passing courses, or which required withdrawal from class. Such circumstances could include documented student illness or injury, family illness or the death of a family member, loss due to natural disaster, victim of crime or abuse or significant breakdown of family relationship.
- Appeals can only be approved by the Financial Aid Appeals Committee and are separate from admission, academic, or athletic decisions. A completed Heidelberg University SAP Appeals Form is required.
- The appeal must include a typed statement explaining the extenuating circumstances, how the circumstances have been addressed, and the student's college goals. Documentation is also required such as hospital records, death certificate, statement from third party, etc.
- Students' appeals which are granted are considered to be on Financial Aid Probation. Probation status requires the student to submit an academic plan that outlines how they will meet SAP standards. This plan is developed with the help of the Financial Aid staff and/or an academic advisor. The plan will be reviewed and monitored by the Financial Aid staff.

Please complete Heidelberg University SAP Appeal Form.

The mere passage of time will not ordinarily restore eligibility to a student who has lost eligibility for failure to make satisfactory academic progress.

Students who have been academically dismissed by the University but who are subsequently given permission to re-enroll are not automatically eligible for financial aid funding. SAP requirements must be met. Admission decisions are totally separate from financial aid decisions.

## ► FINANCIAL AID RENEWAL

Renewal of aid may be denied or reduced for the following reasons: failure to make satisfactory academic progress, failure to meet renewal guidelines, disciplinary probation, failure to document continued need for funds, late application, fraudulent information and reduction in funds the University receives from the state or federal sources. Financial assistance terminated or reduced for the above reasons may be reinstated the following year if the conditions have been met or corrected.

# Register of the University



## ► THE CORPORATION

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

### 2012–2013

## ► EMERITI TRUSTEES\*

William F. Aigler, B.A., J.D. (1973–1997) ..... Bellevue, Ohio  
Verne S. Atwater~, B.A., M.B.A., Ph.D., L.H.D. (1966–1990) ..... Amherst, New Hampshire  
Donald L. Mennel, B.A., M.A., M.B.A. (1982–1994) ..... Fostoria, Ohio  
Alfred A. Wilhelm~, A.B. (1968–1993) ..... Olmstead Township, Ohio

## ► BOARD OF TRUSTEES+

### President of the University

Robert H. Huntington, B.A., M.A., M.B.A. Ed.D. (2009) ..... Tiffin, Ohio

### TERM EXPIRES June 30, 2013

Paul M. Brown~, B.A. (2005) ..... Atlanta, Georgia  
Charles C. Cole, (1999) ..... Republic, Ohio  
John A. Kelley, Jr., B.S. (2010) ..... Golden, Colorado  
Robert W. Meyer, B.S. (2010) ..... Tiffin, Ohio  
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, 2014

John Q. Adams~, B.A. (2007) ..... Colleyville, Texas  
Gary L. Bryenton~, A.B., J.D. (1990) ..... Cleveland, Ohio  
Ernest Estep~, B.S., M.D. (2000) ..... Akron, Ohio  
John N. Kratz~, B.A. (2007) ..... Columbus, Ohio  
William E. Landess~, B.A. (2007) ..... Hudson, Ohio  
Sondra Libman~, B.A., M.A. (1998), Chairman of the Board ..... Champaign, Illinois  
Susan C. Wolf~, B.A., Ph.D., M.D. (2007) ..... New York, New York

### TERM EXPIRES June 30, 2015

Karen L. Gillmor, B.A., M.A., Ph.D. (1999) ..... Tiffin, Ohio  
Theodore H. Hieronymus~, B.M., M.Ed. (2003) ..... Mentor, Ohio  
Andrew H. Kalnow, B.A., M.B.A. (1987) ..... Chicago, Illinois  
Ralph C. Quellhorst~, B.A., M.Div., D.Min., D.D. (1979) ..... Columbus, Ohio  
Elizabeth Smith~, B.A., J.D. (1999) ..... Columbus, Ohio  
Wade E. Young~, B.S., M.D. (2003) ..... Fremont, Ohio

### TERM EXPIRES June 30, 2016

David Drake~, B.S., M.S., D.D.S. (2008) ..... Tiffin, Ohio  
Kathleen Geier~, B.A. (2010) ..... Akron, Ohio  
Elizabeth Long–Higgins~, B.A., M.Div. (2010) ..... Canal Winchester, Ohio  
Lee Shobe~, B.S., M.S. (2008) ..... Tucson, Arizona  
Sandra Reed Solaro, B.S., Reg. Pharm. (2001) ..... Wadsworth, Ohio  
Victor Strimbu~, B.A., J.D. (1996) ..... Cleveland, Ohio

\*Dates following a name indicate the years of service

+Date following a name indicates the beginning of service

~Designates Heidelberg University alumni



## THE ADMINISTRATION

ROBERT H. HUNTINGTON, 2009-

*President*

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

MONICA VERHOFF, 2012-

*Executive Assistant to the President*

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.

LINDSAY D. SOOY, 2001-

*Vice President for Enrollment Management*

B.A., M.A., Kent State University.

JAMES A. TROHA, 2002-

*Vice President for Institutional Advancement and University Relations*

B.A., M.A., Edinboro University of Pennsylvania; Ph.D., University of Kansas.

DUSTIN S. BRENTLINGER, 2002-

*Dean of Student Affairs*

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

## ACADEMIC AFFAIRS

HASEEB AHMED, 2011-

*Dean of the School of Business; Professor of Finance*

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

TREVOR BATES, 2007-

*Associate Dean of Health Sciences; Director of Athletic Training Program; Associate Professor of Athletic Training*

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

DOUGLAS E. COLLAR, 2002

*Associate Dean of Honors*

B.A., M.A., Ph.D., Michigan State University.

GARY E. DICKERSON, 1982-

*Associate Dean of Arts and Humanities; Professor of Communication and Theatre Arts*

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

NAINSI HOUSTON, 2011-

*Reference and Instruction Librarian*

B.A., University of Dayton; M.A., University of Cincinnati; M.A., University of Missouri; Ph.D., University of Tulsa.

ELLEN NAGY, 2005-

*Director of Faculty Student Advising and Support*

B.A., Colorado College; M.A., Bowling Green State University; Ph.D., The Ohio State University.

VICKI OHL, 1975-

*Associate Vice President for Academic Affairs; Dean of Undergraduate Faculty*

B.Mus., Heidelberg College; M.M., University of Cincinnati; Ph.D., Bowling Green State University.

MARC O'REILLY, 2001-

*Director of International and Multicultural Academic Programs*

B.A., McGill University; M.A., Ohio University; Ph.D., University of Connecticut.

- JOHN E. OWEN II, 1978–  
*Associate Dean and Director of the School of Music; Professor of Trumpet; Director of Bands*  
 B.Mus.Ed., Illinois Wesleyan University; M.Mus.Ed., Southern Illinois University; Ph.D.,  
 The Ohio State University.
- JEFFREY PFISTER, 2010–  
*Director of Media Communication Center*  
 B.A., Ashland University; M.A., West Virginia University.
- NANCY F. RUBENSTEIN, 1971–  
*Director of Library Services*  
 B.A., Russell Gage College; M.S.L.S., Case Western Reserve University.
- JO-ANN LIPFORD SANDERS, 1997–  
*Associate Dean and Director of Master of Arts in Counseling Program*  
 B.L.S., M.A., Bowling Green State University; Ph.D., Kent State University.
- TRACI SITTASON STARK, 2004–  
*Associate Dean of Social Sciences; Associate Professor of Psychology*  
 B.A., Duke University; B.A., University of North Carolina; M.S., Ohio University; Ph.D.,  
 Ohio University.
- CYNTHIA A. SUTER, 2009–  
*Registrar*  
 B.A., Heidelberg College; M.Ed., American InterContinental University.
- ROBERT SWANSON, 2008–  
*Associate Dean and Director of the School of Education; Professor of Education*  
 B.S., Purdue University; M.S., Ed.D., Indiana University.
- ALLEN D. UNDERWOOD, 2010–  
*Director of Arrowhead Campus; Director of Master of Business Administration Program*  
 B.A., M.B.A., Heidelberg University.

## **ADMINISTRATION AND BUSINESS AFFAIRS**

- JEANNINE CURNS, 1964–  
*Director of Human Resources*
- MICHAEL FEHLEN, 2007–  
*Controller*  
 B.S., University of Dayton.
- BARBARA GABEL, 1983–  
*Business Manager*  
 B.S., Tiffin University.
- KURT HUENEMANN, 1983–  
*Associate Vice President for Information Resources*  
 B.S., Heidelberg College; M.S., Bowling Green State University.
- RODNEY E. MORRISON, 2007–  
*Associate Vice President for Facilities and Engineering*  
 B.A., Wittenberg University.
- GAIL ROBERTS, 1984–  
*Director of University Bookstore*

## **ENROLLMENT MANAGEMENT**

- BRYAN COLLINS, 2007–  
*Senior Admission Counselor*  
 B.A., Hiram College.
- MELISSA COOK, 2008–  
*Assistant Director of Admission*  
 B.A., M.B.O.L., Defiance College.
- JEFFREY GARVIN, 2004–  
*Associate Director of Admission*  
 B.A., Heidelberg College; M.A., Heidelberg University.

CHRIS HODERNY 2011-  
*Admission Counselor*  
B.S., M.A., Gannon University.

MACAELA HOLMES 2011-  
*Senior Admission Counselor*  
B.A. Grinnell College

JASON MILLER, 2000-  
*Director of Admission; Head Women's Volleyball Coach*  
B.A., Heidelberg College; M.A., University of Findlay.

KERI NEWELL, 2007-  
*Admission Counselor*  
B.A., Heidelberg College.

SUSAN RIFE, 1982-  
*Associate Director of Admission*  
B.S., M.A., Heidelberg College.

JULI L. WEININGER, 1981-  
*Director of Financial Aid*  
B.S., Ashland College; M.Ed., Bowling Green State University.

DANIELLE WILKIN, 2011-  
*Admission Counselor*  
B.A., Otterbein University.

## **INSTITUTIONAL ADVANCEMENT AND UNIVERSITY RELATIONS**

AUDREY R. BURKHOLDER, 2006-  
*Director of Marketing and Communication Services*  
B.S., M.Ed., Bowling Green State University.

JAMES W. FULLER, 2010-  
*Associate Director of Web Services*  
B.A. Grinnell College.

ANGELA J. GILES, 1990-  
*Director of News and Media Relations*  
B.S., Ohio University; M.A., Heidelberg College.

R. LEE MARTIN, 1995-  
*Executive Director of Development and Institutional Relations*

JAMES E. MINEHART, 2008-  
*Executive Director of Development and Planned Giving*  
B.A., Otterbein College.

ASHLEY POPPE-HELMSTETTER, 2007-  
*Director of Annual Giving and Alumni Engagement*  
B.S., Capital University.

RACHEL E. SMITH, 2012-  
*Assistant Director of Content Marketing*  
B.A., Ohio Northern University.

KATHRYN O. VENEMA, 1977-  
*Associate Vice President for Institutional Advancement and University Relations; Director of Alumni Relations*  
B.A., Westminster College; M.A., Ph.D., Bowling Green State University.

STACY WHEELER, 2006-  
*Director of Research and Stewardship*  
B.S., Heidelberg College.

## **STUDENT AFFAIRS**

JULIE ARNOLD, 2008-  
*Director of International Affairs and Studies*  
B.A., M.A., Heidelberg University.

- AMANDA ATCHISON, 2012–  
*Coordinator for Multicultural Affairs*  
 B.S., M.A., Heidelberg University.
- JULIE GEORGE, 2006–  
*Assistant Director of Academic and Career Support Center*  
 B.A., Wright State University; M.A., Heidelberg University.
- KRISTEN LINDSAY, 2006–  
*Assistant Dean of Student Affairs for Student Success*  
 B.A., Ohio Wesleyan University; M.A., Bowling Green State University.
- J. MATTHEW PALM, 1999–  
*Athletic Director*  
 B.A., The College of Wooster; M.S., Georgia State University.
- JEFFREY RHOADES, 2010–  
*Director of Security*  
 B.A., Heidelberg College; M.A., Tiffin University.
- PAUL STARK, 2008–  
*Director of Campus Ministry and Religious Life*  
 A.B., Duke University; M.Div., University of Chicago Divinity School.
- ANDREA WENSOWITCH, 2012–  
*Director of Student Engagement*  
 B.B.A. Texas Woman’s University, M.A., Bowling Green State University.
- MARK ZENO, 2008–  
*Assistant Dean of Student Affairs for Campus Life*  
 B.S., Heidelberg College; M.A., Akron University.

### **MEDICAL STAFF**

- MARK AKERS  
*Medical Director*  
 M.D., Wright State University.
- STEVEN COPELAND  
*Team Physician*  
 M.D., The University of Chicago.
- LEA FRANK, 1992–  
*Counselor*  
 B.A., Miami University; M.A., Heidelberg College.
- WESLEY HEDGES  
*University Physician*  
 M.D., Case Western Reserve University.
- CHRISTOPHER SEARS  
*University Physician*  
 M.D., Wright State University.
- BONNIE SHAWBERRY, 1998–  
*Director of Health and Counseling Services*  
 R.N., Toledo Hospital School of Nursing; B.S., M.A., Heidelberg College.

### **FACULTY 2012–2013**

The date following a name indicates the beginning of service at Heidelberg University. A second date, where given, is the year of retirement or end of service.

- HASEEB AHMED, 2011–  
*Professor of Finance; Dean of the School of Business*  
 B.S., University of Texas; M.B.A., Jacksonville State University; Ph.D., University of Mississippi.
- LORI ARNOLD–GRINE  
*Associate Professor of Education*  
 B.A., Heidelberg College; M.A. Bowling Green State University; Ph.D., The Ohio State University.

- KENNETH BAKER, 1985–  
*Professor of Biology*  
 B.S., M.S., State University College of Fredonia, New York; Ph.D., University of Pennsylvania.
- TREVOR BATES, 2007–  
*Associate Dean of Health Sciences; Director of Athletic Training Program; Associate Professor of Athletic Training*  
 B.S., Millikin University; M.S., University of Illinois at Urbana-Champaign.
- JERRY BEAN, 2008–  
*Head Athletic Trainer; Clinical Instructor*  
 B.S., University of Kansas; M.S., University of Nevada-Las Vegas.
- NATHAN BERES, 2012–  
*Assistant Professor of Chemistry*  
 Ph.D. University of Akron; B.S. Walsh University.
- AMY BERGER, 1998–  
*Professor of Geology*  
 B.A., Pomona College; Ph.D., University of Illinois at Urbana-Champaign.
- JOHN H. BING, 1975–  
*Professor of Political Science and Anthropology*  
 B.A., Yale University; Diploma in Education, University of East Africa; M.A., Northwestern University; Ph.D., Washington University.
- DAVID BUSH, 1998–  
*Professor of Anthropology*  
 B.A., Miami University; M.A., Kent State University; Ph.D., Case Western Reserve University.
- SUSAN CARTY, 1988–  
*Professor of Biology*  
 B.S., State University of New York at Stony Brook; M.S., University of Oklahoma; Ph.D., Texas A & M University.
- DARYL CLOSE, 2000–  
*Professor of Computer Science and Philosophy*  
 A.B., Lafayette College; M.A., Ph.D., Temple University.
- DOUGLAS E. COLLAR, part-time 2002–2008, full-time 2008–  
*Associate Professor of English and Integrated Studies; Associate Dean of Honors*  
 B.A., M.A., Ph.D., Michigan State University.
- JOHN P. COOK, JR., 1995–  
*Associate Professor of Finance and Accounting*  
 B.A., Heidelberg College; M.B.A., Bowling Green State University; Ph.D., University of Kentucky.
- DANIEL CRUIKSHANKS, 2000–  
*Associate Professor of Counseling*  
 A.A., Sacramento City College; B.A., California State University; M.Ed., University of Missouri, St. Louis; Ph.D., Saint Louis University.
- COURTNEY DeMAYO, 2010–  
*Assistant Professor of History*  
 B.A., Hartwick College; M.A., Ph.D., University of Houston.
- GARY E. DICKERSON, 1982–  
*Associate Dean of Arts and Humanities; Professor of Communication and Theatre Arts*  
 B.A., The Ohio State University; M.A., Northern Illinois University; Ph.D., Bowling Green State University.
- CAROL DUSDIEKER, part-time 2007–2010; full-time 2011–  
*Assistant Professor of Voice*  
 B.Mus., University of Iowa; M.M., D.M., University of Indiana.
- PAMELA FABER, 1987–  
*Professor of Biology*  
 B.S., M.S., Brigham Young University; D.A., Idaho State University.

- BLAKE GRANGAARD, 1996-  
*Professor of Religion*  
 B.A., St. Olaf College; M.Div., Luther Theological Seminary; Ph.D.,  
 Union Theological Seminary in Virginia.
- WILLIAM B. GRASMAN, 1992-  
*Professor of Mathematics*  
 A.B., Calvin College; M.S., University of Michigan; Ph.D., University of Iowa.
- VIRGINIA GREGG, 2005-  
*Professor of Psychology*  
 B.S., M.A., Ph.D., The Ohio State University.
- BRIAN VINCENT HALEY, 1989-  
*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.
- DAVID GERARD HOGAN, 1989-  
*Professor of History*  
 B.A., State University of New York at Fredonia; M.A., State University of New York at  
 Binghamton; D.A., Carnegie Mellon University.
- XIAOMING HUANG, 1993-  
*Professor of Mathematics*  
 B.S., M.A., Wuhan University; Ph.D., The Ohio State University.
- KURT HUENEMANN, 1983-  
*Assistant Professor of Computer Science; Associate Vice President for Information Resources*  
 B.S., Heidelberg College; M.S., Bowling Green State University.
- ROBERT H. HUNTINGTON, 2009-  
*Associate Professor of Business; President*  
 B.A., M.A., Middlebury College; M.B.A., Dartmouth College; Ed.D., Harvard University.
- SEAN M. JOYCE, 1993-  
*Assistant Professor of Computer Science; Director of Information Technology*  
 B.S., Heidelberg College; M.S., Bowling Green State University.
- GARY W. KEENER, 1990-1991, 1992-  
*Professor of Economics*  
 B.S., Juris Doctor, University of Richmond; M.S., Ph.D., University of Kentucky.
- DAVID KIMMEL, 1997-  
*Professor of English*  
 B.A., Otterbein College; M.A., Ohio State University; Ph.D., Ohio State University.
- MARY L. KOHNE, 2011-  
*Assistant Professor of Marketing*  
 B.A., M.B.A., Ph.D., University of Cincinnati.
- MARGO KRAFT, 2004-  
*Associate Professor of Business Administration*  
 B.S., The Ohio State University; M.B.A., Ashland University; D.M., Case Western Reserve  
 University.
- KENNETH A. KRIEGER, 1978-  
*Professor of Biology; Director of NCWQR*  
 B.S., M.S., Ph.D., Emory University.
- TERRY L. LEMLEY, 1986-  
*Professor of Physics*  
 B.S., Colorado School of Mines; Ph.D., Montana State University.
- CYNTHIA LEPELEY, 1998-  
*Professor of Spanish*  
 A.B., Stonehill College; A.M., Ph.D., University of Illinois.
- MEGAN M. MAHON, 2009-  
*Assistant Professor of Counseling*  
 B.A., University of Michigan; M.A., Heidelberg College; Ph.D., University of Toledo.

- PAUL MAYHEW, 2011–  
*Assistant Professor of Chorus and Music Education*  
 B.Mus., University of Arizona; M.M., Northern Arizona University; Ph.D., Florida State University.
- DOUGLAS McCONNELL, 2000–  
*Professor of Composition and Music; Director of Music Programming; Music Technology Coordinator*  
 B.A., Wittenberg University; M.M., D.M.A., College–Conservatory of Music, University of Cincinnati.
- JERRY McDONALD, 1984–  
*Assistant Professor of Health, Physical Education and Athletic Training; Head Men’s Tennis Coach; Assistant Football Coach*  
 A.B., Heidelberg College; M.Ed., Bowling Green State University.
- RYAN MUSGRAVE, 2002–  
*Clinical Education Coordinator; Assistant Professor of Athletic Training*  
 B.S., Wilmington College; M.S., Indiana University.
- ELLEN NAGY, 2005–  
*Director of Faculty Student Advising and Support; Assistant Professor of German*  
 B.A., Colorado College; M.A., Bowling Green State University; Ph.D., The Ohio State University.
- THOMAS M. NEWCOMB, 2008–  
*Professor of Political Science and Criminal Justice*  
 B.A., J.D., University of Minnesota.
- VICKI OHL, part-time 1975–1985; full-time 1985–  
*Associate Vice President for Academic Affairs; Professor of Theory and Piano Theory and Piano*  
 B.Mus., Heidelberg College; M.Mus., College–Conservatory of Music, University of Cincinnati; Ph.D., Bowling Green State University.
- JULIE O’REILLY, 2005–  
*Assistant Professor of Communication and Women’s and Gender Studies*  
 B.A., Millikin University; M.S., Ohio University; Ph.D., Bowling Green State University.
- MARC O’REILLY, 2001–  
*Associate Professor of Political Science*  
 B.A., McGill University; M.A., Ohio University; Ph.D., University of Connecticut.
- JOHN E. OWEN II, 1978–  
*Professor of Trumpet; Director of Bands; Associate Dean and Director of the School of Music*  
 B.Mus.Ed., Illinois Wesleyan University; M.Mus.Ed., Southern Illinois University; Ph.D., The Ohio State University.
- J. MATTHEW PALM, 1999–  
*Instructor of Health, Physical Education and Athletic Training; Head Men’s Baseball Coach; Director of Athletics*  
 B.A., The College of Wooster; M.S., Georgia State University.
- GREGORY A. RAMSDELL, 2008–  
*Assistant Professor of Music; Director of Choral Activities*  
 B.Mus., M.Mus., D.M.A., University of Kansas.
- WILLIAM R. REYER, part-time 1982–1983, full-time 1983–  
*Professor of English*  
 B.A., Augsburg College; M.A., Ph.D., Bowling Green State University.
- AARON ROERDINK, 2006–  
*NCWQR Analytical Chemist; Assistant Professor of Chemistry*  
 B.A., Central College; Ph.D., University of Wisconsin.
- JO-ANN LIPFORD SANDERS, 1997–  
*Associate Dean and Director of Master of Arts in Counseling Program; Professor of Counseling*  
 B.L.S. and M.A., Bowling Green State University; Ph.D., Kent State University.
- NEIL M. SASS, part-time 2000–2007, full time 2007–  
*Assistant Professor of Psychology*  
 B.S., City College of New York; M.S., Long Island University.

- BRYAN SMITH, 2006–  
*Associate Professor of Chemistry*  
 B.S., Heidelberg College; Ph.D., University of Wyoming.
- BARBARA SPECHT, part-time 1985–1997; full-time 1998–  
*Associate Professor of Clarinet and Saxophone; Director of the Orchestra*  
 B.A. and M.A., Bowling Green State University; D.M.A., Ohio State University.
- KYLEE SPENCER, 2011–  
*Assistant Professor of Biology*  
 B.S., Murray State University; M.S., Ph.D., Vanderbilt University.
- TRACI SITTASON STARK, 2004–  
*Associate Dean of Social Sciences; Associate Professor of Psychology*  
 B.A., Duke University; B.A., University of North Carolina; M.S., Ohio University; Ph.D., Ohio University.
- LINDA STINE, 2002–  
*Assistant Professor of Business Administration*  
 B.A., Tiffin University; M.B.A., Heidelberg College; CPA.
- ROBERT SWANSON, 2008–  
*Associate Dean and Director of the School of Education; Professor of Education*  
 B.S., Purdue University; M.S., Ed.D., Indiana University.
- CHRISTOPHER TUCCI, 2008–  
*Assistant Professor of Communication*  
 B.A., Muskingum College; M.F.A., University of California.
- BARBARA L. TUCKER, 1989–  
*Professor of Business Administration, Accounting and Economics*  
 B.A., Wittenberg University; M.S., James Madison University; CPA.
- STEVEN VELASQUEZ, 1993–  
*Professor of Physics*  
 B.S. in Mathematics, B.S. in Physics, Louisiana State University; Ph.D., University of Virginia; D.M.A., University of Cincinnati.
- LESLIE WASSERMAN, 2008–  
*Assistant Professor of Education*  
 B.S., M.Ed., Indiana University of Pennsylvania; Ph.D., Walden University
- DAVID P. WEININGER, 1985–  
*Vice President for Academic Affairs and Provost; Professor of Mathematics*  
 A.B., Ohio Northern University; M.A., Ph.D., Bowling Green State University.
- KRISTEN K. WILLIAMS, 2010–  
*Assistant Professor of Education*  
 B.S., M.S., Ph.D., Ball State University.
- STACEY WINNER, 2008–  
*Athletic Trainer; Clinical Instructor*  
 B.S., University of Evansville; M.S., California University of Pennsylvania.
- I-CHEN YEH, part-time 2010–2011; full-time 2011–  
*Assistant Professor of Piano*  
 B.Mus., Oberlin College; M.M., Eastman School of Music; D.M.A., Bowling Green State University.

## **PART-TIME**

- LORI M. AKINS, 1991–  
*Instructor of Flute*  
 B.Mus., M.Mus., The Ohio State University
- BRIAN E. BEVELANDER, part-time semester I, 1968; full-time semester II, 1968–1969; full-time 1977–2011; part-time 2011–  
*Professor of Piano and Composition*  
 B.Mus., Hartt College of Music; M.Mus., Boston University; Ph.D., West Virginia University.



- JAMES CHUDZINSKI, 1988–2012; teaching part-time retirement 2012–2013  
*Professor of Business Administration, Accounting and Economics*  
 B.S., University of Tulsa; M.A., Ball State University; Ph.D., Texas Tech University.
- LINDA CHUDZINSKI, part-time 1988–2001; full-time 2001–2012; teaching part-time retirement 2012–2013  
*Assistant Professor of Communication and Theatre Arts*  
 B.A., University of Tulsa; M.A., Texas Tech University.
- IOANA GALU, 2004–  
*Instructor of Violin*  
 B.Mus., Gheorghe Dima Music Academy; M.M., Bowling Green State University.
- DAVID HANSON, 1975–  
*Instructor of String Bass and Guitar*  
 B.Mus., Bowling Green State University; M.Mus., University of Michigan; additional work, Interlochen, Brevard Music Center and Aspen Music School.
- DANIEL HIGGINS, 1999–  
*Instructor of Communication and Theatre Arts; Assistant Director of Forensics*  
 B.A., M.A., Heidelberg College.
- CHRISTINE MAIBERGER, 2007–  
*Instructor of German*  
 B.S., Heidelberg College.
- JOAN McCONNELL, 2000–  
*Instructor of Organ*  
 B.Mus., Wittenberg University; M.M., University of Cincinnati; M.A., University of Notre Dame.
- DEBORAH NORIN-KUEHN, 2003–  
*Instructor of Voice*  
 B.Mus., Kent State University; M.M., Ph.D., Eastman School of Music.
- TERRY PHILLIPS, 2000–  
*Instructor of Education; Field Placement Director for Education*  
 B.A., Findlay College; M.Ed., Bowling Green State University.
- MICHAEL SIEBERG, 1999–  
*Piano Technician*  
 Diploma, Perkins Schools of Piano Technology.
- JOHN SPAHR, 2003–  
*Technical Director Gundlach Theatre*  
 B.Mus., Heidelberg College.
- CAROL STALZER-KOCH, 2006–  
*Adjunct in Mathematics*  
 B.S., University of Missouri; M.Ed., University of Missouri; M.S., Bowling Green State University.
- RUTH M. WAHLSTROM, 1969–2012; teaching part-time retirement 2012–2013  
*Professor of English*  
 B.A., Augustana College; M.A., Ph.D., University of Kentucky.

**THE HEIDELBERG UNIVERSITY NATIONAL CENTER FOR WATER QUALITY  
 RESEARCH STAFF**

- JAKOB A. BOEHLER, 2011–  
*Research Assistant*  
 B.S., Heidelberg University.
- REMEGIO CONFESOR, JR., 2008–  
*Research Scientist*  
 B.S., M.S., University of the Philippines Los Banos; Ph.D., Pennsylvania State University.
- D. ELLEN EWING, 1976–  
*Research Assistant*  
 B.S., Heidelberg College.

JACK W. KRAMER, 1969; part-time retirement 2012-2013

*Research Associate*  
B.S., Heidelberg College.

KENNETH A. KRIEGER, 1978-

*Director; Professor of Biology*  
B.S., M.S., Ph.D., Emory University.

BARBARA J. MERRYFIELD, 1978-

*Research Assistant*  
B.S., Heidelberg College.

NANCY L. MILLER, 1986-

*Research Technician*  
B.S., Urbana College.

R. PETER RICHARDS, 1978-

*Research Associate*  
B.A., Oberlin College; M.S., Ph.D., University of Chicago.

AARON ROERDINK, 2006-

*Analytical Chemist; Assistant Professor of Chemistry*  
B.A., Central College; Ph.D., University of Wisconsin.

### **EMERITI FACULTY**

RUTH W. BACON, M.A.

*Assistant Professor Emerita of Communication and Speech Therapy*  
Part-time 1952-1955; full-time 1967-1977; part-time 1977-1978; part-time 1981-1983

DAVID B. BAKER, Ph.D.

*Professor Emeritus of Biology and Director of the Water Quality Laboratory*  
1966-1999; 2005-2007

GEORGE BARLOW, Ph.D.

*Professor Emeritus of Biology*  
1964-1987

H. ROBERT BERG, Ph.D.

*Professor Emeritus of German*  
1981-2003

MELVIN F. CASLER, M.A.

*Professor Emeritus of Mathematics*  
1962-1966; 1968-1993

JEANNE T. CASSELL, M.A.

*Professor Emerita of Education*  
1982-1996

WILLIAM C. CASSELL, M.A.

*President Emeritus*  
1980-1996

RICHARD W. CORDELL, Ph.D.

*Professor Emeritus of Chemistry*  
1965-2005

KENNETH EDWIN DAVISON, Ph.D.

*Professor Emeritus of History and American Studies*  
1952-1989

VIRGINIA RENTZ DAVISON, A.M.

*Associate Professor Emerita of Voice*  
Full-time 1955-1960; part-time 1960-1962; 1968-1990

HELEN MOHR REYNOLDS EVERETT, M.S.

*Professor Emerita*  
1943-1984

- BONNIE FORS, Ph.D.  
*Professor Emerita of History*  
 1983-2010
- PHILIP HARNER, Ph.D.  
*Professor Emeritus of Religion and Philosophy*  
 1962-1997
- WAYNE KIRKLIN, M.B.A.  
*Associate Professor Emeritus of Business Administration, Accounting and Economics*  
 1978-2000
- PERCY LANE LILLY, Ph.D.  
*E. R. Kuch Professor Emeritus of Microbiology*  
 1956-1988
- JAY MANN, D.M.A.  
*Professor Emeritus of Voice and Chorus*  
 1969-1997
- CHARLES E. MOON, Ph.D.  
*Professor Emeritus of Education*  
 1988-2008
- MARY JO MURRAY, M.A.  
*Associate Professor Emerita of History*  
 1982-2007
- ROBERT C. MURRAY, Ph.D.  
*Professor Emeritus of Biology*  
 1970-2007
- DOROTHY D. OHL, M.A.  
*Professor Emerita of Music*  
 Part-time 1946-1955; full-time 1955-1985
- FERRIS E. OHL, Ed.D.  
*Professor Emeritus of Music*  
 Full-time 1946-1981; part-time 1981-1985
- ARNOLD J. OLIVER, Ph.D.  
*Professor Emeritus of Political Science*  
 1986-2005
- RONALD D. PEPPER, M.Mus.  
*Associate Professor Emeritus of Violin, Music Theory and Music History*  
 1965-1998
- LEON JOSEPH PUTNAM, Ph.D.  
*Professor Emeritus of Religion and Philosophy*  
 1959-1994
- CATHERINE THIEDT, Ph.D.  
*Professor Emerita of Organ, Piano and Theory*  
 1968-2000
- WILLIAM T. WICKHAM, Ph.D.  
*Professor Emeritus of Business Administration, Accounting and Economics*  
 1977-1999
- HERMAN VICTOR WILLIAMS, Ph.D.  
*Professor Emeritus of Education*  
 1957-1984
- LEON MILTON WISE, Ph.D.  
*Professor Emeritus of Psychology*  
 1951-1997
- RAYMOND A. WISE, Ph.D.  
*Registrar Emeritus*  
 1968-2000

LEANNE O. WOLFF, Ph.D.

*Professor Emerita of Communication and Theatre Arts*

Part-time 1963-1968; full-time 1968-1970; part-time 1970-1974; full-time 1974-1995

JAN J. YOUNGER, Ph.D.

*Professor Emeritus of Communication and Theatre Arts*

1988-2010

### **PRESIDENTS OF HEIDELBERG UNIVERSITY**

Emanuel V. Gerhart, D.D., LL.D. – 1851-1855

Moses Kieffer, D.D. – 1855-1863

George W. Aughinbaugh, D.D., LL.D. – 1864-1865

George W. Williard, D.D., LL.D. – 1866-1890

John A. Peters, D.D., LL.D. – 1890-1901

Charles E. Miller, D.D., LL.D. – 1902-1937

Clarence E. Josephson, S.T.M., D.D. – 1937-1945

Nevin C. Harner, S.T.M., Ph.D., D.D., LL.D. – 1945-1947

William T. Wickham, A.M., Ped.D., LL.D. – 1948-1969

Leslie H. Fishel, Jr., Ph.D., LL.D. – 1969-1980

William C. Cassell, L.H.D., LL.D., D.B.A., Litt.D. – 1980-1996

Richard H. Owens, Ph.D. – 1996-2001

F. Dominic Dottavio, Ph.D. – 2003-2008

Robert H. Huntington, Ed.D. – 2009-

### **INTERIM PRESIDENTS OF HEIDELBERG UNIVERSITY**

Frederick D. Lemke, Ph.D., Litt.D. – 1947-1948

Kenneth J. Porada, Ph.D. – 2001-2002

James H. Getz, Ph.D. – 2002-2003

James A. Troha, Ph.D. – 2008-2009

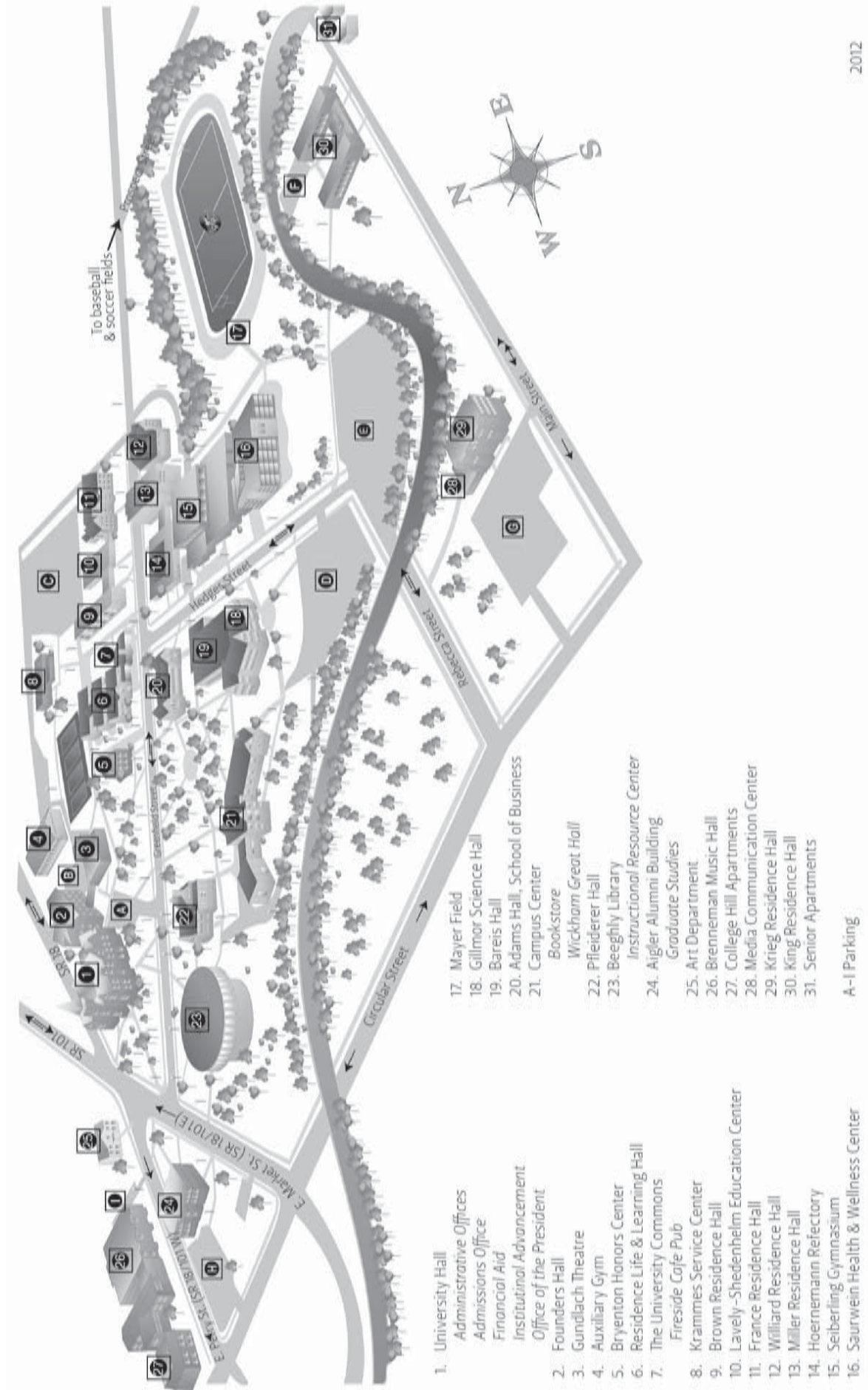
# INDEX



Academic and Career Support Center.....	29, 139
Academic Policies.....	11
Academic Programs.....	32
Accounting Major.....	46
Accreditation and Affiliation.....	6
Administration.....	169
Admission.....	155
Adult Applicants.....	33, 158
Advanced Placement.....	156
AIM Hei Mentoring.....	32
Alpha Lambda Delta.....	134
Alpha Psi Omega.....	134
Alternative Spring Break.....	137
American Chemical Society.....	135
American Choral Directors Association.....	136
American College Test (ACT).....	155
Anthropology Major.....	77
Application.....	155
Applied Music.....	66, 68
Archaeology Minor.....	78
Arrowhead Park, Maumee Program.....	33
Art Minor.....	40
Athletic Band.....	138
Athletic Training Major.....	40
Athletics.....	139
Attendance.....	29
Audit.....	26
Aurora (Yearbook).....	137
'Berg Events Council.....	134
Berg Students in Free Enterprise (BERG-SIFE) ...	135
'Berg UCC.....	136
Beta Beta Beta.....	134
Biology Major and Minor.....	45
Broadcast Journalism Minor.....	50
Buildings and Facilities.....	7
Business Administration Major.....	47
Business Administration, Master of.....	48
Business, School of.....	46
Calendar (2012-2013).....	1
Campus Description.....	5
Campus Fellowship.....	136
Campus Ministry and Religious Life.....	136
Catholic Newman Club.....	136
Certification of Health.....	156
Chamber Singers.....	138
Chapel Services.....	136
Chemistry Major and Minor.....	48
Chinese.....	89
Choral Groups.....	138
College-Level Examination Program (CLEP).....	156
Collegiate Middle Level Association.....	136
Communication and Theatre Arts Major.....	49
Communications.....	137
Communication Minor.....	50
Computer Science Major.....	51
Concert Choir.....	138
Cooperative Degree Programs.....	38
CORE General Education.....	93
Corporation, The.....	168
Costs.....	160
Counseling, Master of Arts in.....	79
Course Descriptions.....	81
Course Honors.....	34
Course Load.....	30
Credit by Examination.....	30
Criminal Justice Major.....	78
Cultural and Spiritual Club.....	137
Cultural Anthropology Minor.....	78
Cultural Opportunities.....	139
Dean's List.....	141
Degree Requirements.....	11
Delta Phi Alpha.....	134
Departmental Clubs.....	135
Departmental Honors.....	34
Dining Hall.....	133
Diplomas.....	25
Disability Services.....	139
Dual Admission and Enrollment Program.....	157
Economics Major and Minor.....	48
Education Major.....	52
Education, Master of Arts in.....	55
Education, School of.....	52
Elementary School Teaching.....	52
Eligibility for Athletics.....	29
Emeriti Faculty.....	178
Endowed Funds.....	150
Endowed Prizes.....	150
English Language Institute.....	34, 57
English Major.....	56
Enrollment Fee.....	156
Environmental Science Major and Minor.....	46
Examinations.....	30
Expenses.....	160
Extra Hours.....	30
Faculty.....	172
Faculty-Student Committees.....	133
Federal-State Financial Aid Programs.....	164
Fees.....	160
Fellowship of Christian Athletes.....	137
Film Studies Minor.....	50
Financial Aid.....	163
First-Year Student Mentoring.....	32
Forensics (Speech Team).....	138
Fraternities (Societies).....	134
French.....	63
General Education Requirements.....	14
Geology-Earth Science.....	58
Geology Minor.....	58
German Major and Minor.....	63
Glasgow, Heidelberg Honors at.....	37
Governmental Organizations.....	133
Grade Change Policy.....	27
Grade Requirements.....	25
Grading System.....	25
Graduate Studies.....	39
Graduation Honors.....	141
Greek.....	106
Greek Council.....	133
H Association.....	136
Half Tuition for Persons 65 or Older.....	161
Health and Physical Education.....	58
Health, Physical Education and Recreation Major.....	59
Health Sciences Major.....	60
History Major and Minor.....	60
History of the University.....	5
Home School Students.....	157
Honor Society (The).....	134
Honorary Groups.....	134
Honors.....	
Course Honors.....	34
Departmental Honors.....	34
Honors Program.....	34, 61

Information Systems Major.....	51	Psi Chi.....	135
Institutional Goals .....	6	Psychology Major and Minor.....	78
Instrumental Groups.....	138	Public Relations Major.....	50
Multicultural Programs, Office of.....	35	Quarterly Payment Plan .....	161
International Baccalaureate Organization Program (IB).....	156	Radio Station .....	137
International Student Affairs and Studies, Office of	140	Religion Major and Minor .....	80
International Students .....	157	Requirements, Graduation.....	11
International Studies Major and Minor .....	62	Residential Living .....	132
Internships Program .....	35	ROTC Program .....	38
Inter-Residence Hall Council .....	133	Schedule of Charges .....	162
Intervention Specialist Licensure .....	55	Scholarships	
Intramural Program.....	136	Annual.....	154
Japanese .....	111	Endowed.....	142
Jazz Ensemble .....	138	Scholarships and Grants .....	163
Junior Year Abroad Programs.....	36	Scholastic Aptitude Test (SAT).....	155
Junior Year/Semester at University of Heidelberg ..	36	Self-Designed Studies Major .....	75
Kappa Delta Pi.....	135	Service Learning, Coordinator of.....	137
Kilikilik (Newspaper).....	137	Sigma Delta Pi.....	135
Languages.....	63	Sigma Iota Rho .....	135
Latin American Studies Minor.....	65	Sigma Pi Sigma.....	135
Legal Studies Minor .....	77	Sigma Tau Delta.....	135
Library .....	7, 29	Singing Collegians .....	138
Licensure (Teachers) .....	53	Societies .....	134
Literature Minor.....	56	Sources of Information.....	2
Majors .....	12	Spain, Center for Cross-Cultural Study .....	36
Map (Campus).....	184	Spanish Major and Minor.....	64
Map (Northern Ohio) .....	183	Speech Team .....	136
Mathematics Major and Minor.....	65	Sport Management Major .....	59
Media .....	50	Stoner Health Center .....	139
Mentoring .....	32	Student Affairs Staff.....	133
Mexico Program .....	37	Student Body .....	132
Military Credit .....	158	Student Governmental Organizations .....	133
Ministers' Children, Grants to.....	164	Student Health Service.....	139
Minors .....	12	Student Organizations .....	133
Mission.....	5	Student Publications.....	137
Monthly Payment Plan .....	161	Student Senate .....	133
Morpheus (Literary Magazine) .....	137	Study Abroad Programs .....	36
Music Applicants .....	156	Summer Session .....	159
Music Major and Minor.....	66	Symphonic Band .....	138
Music Education.....	70	Tau Mu Sigma.....	135
Music Education, Master of.....	66	Tau Pi Phi .....	135
Music, School of .....	65	“The Last Picture Show” (Film Club) .....	136, 137
National Center for Water Quality Research Staff.	177	Theatre Arts.....	138
Nature Preserves .....	38, 46	Theatre Arts Minor .....	51
Non-Departmental and Integrated Studies .....	120	Transcript of Credit.....	31
Off-Campus Programs .....	36	Transfer Policy .....	156
Ohio Music Education Association.....	136	Transient Student .....	31, 159
Omicron Delta Kappa.....	135	Trustees.....	168
On-Campus Programs .....	32	Tuition and Fees .....	160
Oxford Study Abroad Programme .....	36	Unclassified Students.....	159
Part-Time Faculty.....	176	United Church of Christ .....	5
Part-Time Students.....	159	University-Community Chorus.....	138
Pass-Fail Courses.....	26	University Register .....	168
Payments.....	161	University Symphony Orchestra .....	138
Phi Alpha Theta.....	135	Veterans .....	158
Philosophy Major and Minor .....	80	Vision Statement .....	5
Physics Major and Minor .....	76	Washington Semester.....	37
Physics Students, Society of.....	136	WHEI (Radio Station) (TV).....	137
Pi Kappa Delta.....	135	Withdrawal Policy (Financial) .....	162
Pi Sigma Alpha .....	135	Women's and Gender Studies Minor .....	79
Political Science Major and Minor .....	77	Writing Minor .....	56
Pre-Law Statement.....	33	Yellow Ribbon Program.....	158
Pre-Medical Concentration .....	78		
Pre-Medical Program.....	33		
Pre-Professional Studies .....	32		
Presidents of Heidelberg.....	180		
Probation .....	27		





- 1. University Hall
- Administrative Offices
- Admissions Office
- Financial Aid
- Institutional Advancement
- Office of the President
- Founders Hall
- 3. Gundlach Theatre
- 4. Auxiliary Gym
- 5. Brynton Honors Center
- 6. Residence Life & Learning Hall
- 7. The University Commons
- Fireside Cafe Pub
- 8. Krammes Service Center
- 9. Brown Residence Hall
- 10. Lavelly-Shedenhelm Education Center
- 11. France Residence Hall
- 12. Williard Residence Hall
- 13. Miller Residence Hall
- 14. Hoernemann Refectory
- 15. Seiberling Gymnasium
- 16. Saurwein Health & Wellness Center

- 17. Mayer Field
- 18. Gillmor Science Hall
- 19. Bareis Hall
- 20. Adams Hall, School of Business
- 21. Campus Center
- Bookstore
- Wickham Great Hall
- 22. Pfeifferer Hall
- 23. Beeghly Library
- Instructional Resource Center
- 24. Aigler Alumni Building
- Graduate Studies
- 25. Art Department
- 26. Brenneman Music Hall
- 27. College Hill Apartments
- 28. Media Communication Center
- 29. Krieg Residence Hall
- 30. King Residence Hall
- 31. Senior Apartments

A-I Parking