### Academic Year Calendar

**Fall 2017**
- New Student Welcome Week Kick-off: August 18
- Academic Year Begins: August 20
- First Day of Regularly Scheduled Classes: August 23
- Convocation - Offices closed 11–Noon: August 24
- Last day to add class: August 30
- Labor Day - Offices Closed, No classes: September 4
- HYPER Day - Classes suspended until 3 pm: September 14
- Last day to drop class, Term I: September 29
- Fall Break - No classes: October 6–8
- First Day of Classes, Term II: October 16
- HYPER Day - Classes suspended until 3 pm: October 18
- Last day to drop class, full-semester: November 3
- Registration Opens for Spring: November 6
- HYPER Day - Classes suspended until 3 pm: November 14
- Last day to drop class, Term II: November 17
- Thanksgiving Break - No classes: November 18–26
- Last Day of Regularly Scheduled Classes: December 8
- Reading Day: December 9
- Final Exams: December 11–14
- Semester Break - No classes: December 15–January 9
- Graduating Grades Due at 10 am: December 15
- Grades Due at 10 am: December 19

**Spring 2018**
- First Day of Regularly Scheduled Classes: January 10
- MLK Day - Offices Closed, No classes: January 15
- Last day to add class: January 18
- HYPER Day - Classes suspended until 3 pm: January 24
- HYPER Day - Classes suspended until 3 pm: February 13
- Last day to drop class, Term I: February 16
- Spring Break - No classes: March 3–11
- First Day of Classes, Term II: March 12
- HYPER Day - Classes suspended until 3 pm: March 15
- Last day to drop class, full-semester: March 19
- Registration Opens for Summer: March 26
- Easter Break - Offices Closed, No classes: March 30–April 1
- Last day to drop class, full-semester: April 2
- Student Research Conference - Classes suspended until 5:30 pm: April 11
- Reading Day: April 13
- Final Exams: May 1
- Last Day of Regularly Scheduled Classes: May 2
- Graduating Grades Due at 10 am: May 3, 4, 7, 8
- Commencement: May 9
- Remaining Grades Due at 10 am: May 13
- Graduating Grades Due at 10 am: May 15

**Summer 2018**
- Term I: May 21–June 22
- Term II: June 25–July 27
Heidelberg University

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The University

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

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

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

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

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

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

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

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

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

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

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

CAMPUS BUILDINGS AND FACILITIES
Heidelberg University is located on a 125-acre main campus with approximately 90 additional surrounding acres in Tiffin (population 18,000), county seat of Seneca County and center of a prosperous agricultural, industrial and business area in northwestern Ohio. The campus is located on the east side of Tiffin on College Hill. Heidelberg’s tree-lined campus has large expanses of well-kept lawns and flowering shrubs. Classrooms, laboratories and other buildings are within easy walking distance in the time allotted between classes. Downtown Tiffin is within a half-mile of campus, and the city’s churches are conveniently near. The old and new in architecture at Heidelberg blend harmoniously. From the pure Greek Revival lines of Founders Hall and the Victorian Gothic style of University Hall, the architecture moves toward the more modern English Gothic and to the functional style typified by Beeghly Library. In many of the buildings erected since 1907, gray Bloomville limestone, with cut Bedford stone for trim, gives a sense of unity to the various styles. Ten buildings ranging in age from 85 to 160 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 opened in the Fall of 2010; and, was added to the National Register of Historic Places in 1979. Through the generosity of Mr. and Mrs. John Q. Adams, Laird Hall, one of Heidelberg’s most distinguished buildings, was transformed into a state-of-the-art center that will drive the academic priority of creating a first-rate Heidelberg School of Business.

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

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

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

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

Edson J. Brown Residence Hall opened in 1960 and accommodates 125 students. It is named for Dr. Edson J. Brown, Class of 1915, a Cleveland physician who considered his entrance into Heidelberg a turning point in his life. He served as a trustee from 1932 until his death in 1972. The Lavelly-Shedenhelm Education Center is also located in Brown Hall. Brown Hall was renovated in the Summer of 2007.
Bryonnt Center for Honors Program, dedicated in June 2007, is a handsome and appealing two-story brick structure, where all Heidelberg Presidents lived until 1969; and was added to the National Register of Historic Places in 1979. Built in 1868, it was the home to the Development Office until 1996 when it was renovated to accommodate the highly distinguished Heidelberg Life of the Mind Honors Program. A generous gift from Gary Bryonnt, member of the Board of Trustees since 1990 and former chair, allowed for restoration of the exterior and additional renovations in 2012-13. Interior renovations and redecoration were completed in 2016. Several comfortable study lounges, a seminar room, a computer lab, offices, and kitchenette serve the needs of students in the program.

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

College Hill Apartments is an 11 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.

Fine Arts Building, located at 285 E. Perry Street, is a two-story frame house adjacent to Founders Hall. The building was built in 1852 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, R.B. 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 1975. It houses a rehearsal theatre, costume rooms, a dance studio, classrooms and faculty offices for communication and media, theatre, and foreign languages. Interior renovations to Founders were completed in 1992 and early 1993.

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

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

The George P. Gundlach Theatre, which is connected to Founders Hall, was completed and dedicated during Heidelberg’s 125th anniversary celebration in 1975. Its seating capacity is 250. The theatre was built through a financial gift from the late Mr. Gundlach, Class of 1906. Mr. Gundlach established a fund in memory of his wife, the late Mrs. Gundlach. The Gundlach Theatre was added to the National Register of Historic Places in 1979. 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, Hoernemann, Class of 1938, was completed in October 2014. After having played home games at a local municipal gymnasium for nearly 70 years, the Hoernemann Stadium was added to the National Register of Historic Places in 1979. The stadium, which opened in July 2012, is named after Heidelberg President E.V. Gerhart; and, was added to the National Register of Historic Places in 1979. The east half of the building was added in 1973, to provide additional space for the university’s science complex. Named in honor of Congressman Paul E. Gillmor, who had a demonstrated commitment to educational initiatives through his career in public service, the 42,000-square-foot, state-of-the-art Gillmor Hall is home to the biology and chemistry departments, the Water Quality Laboratory and its National Center for Water Quality Research, and the archaeology department.

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

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

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

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

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

The University Commons opened in the Fall of 2011. It features the Fireside Café Pub option for dining in or carry out, a walk out patio for outdoor dining and a Great Room with a 60-seat capacity for lectures or other events. The University Commons also has study spaces, meeting and conference rooms, an Internet room, the Global News Stand, and an indoor/outdoor cozy 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. The building 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 Ricky Chapel, a 625-seat hall named for S.S. Ricky, one of Heidelberg’s founders. In 1992, a carillon, the gift of alumna Marian I. Larkin, was installed in the tower.

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

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

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

### Academic Policies and Resources

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

#### ACADEMIC ADVISING

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

**Academic and Career Support**

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

All first year students are assigned to advising specialists through the Owen Center for Academic and Career Support. Advisors and advises establish contact with one another in early summer to help guide course selection for the fall. Advisors meet with students during the orientation period and assist students throughout the first year. When students formally declare a major, they transition to a faculty advisor in their major department or program. The chair of each department or program designates faculty advisors.

**Academic Alerts**

The University is committed to academic success and has various mechanisms in place to assist students. The academic alert system is intended to provide students information about their academic performance. Faculty may submit an alert when they are concerned about student performance or attendance and need to have other offices reach out to the student. Students receiving an academic alert may be contacted by staff in the Owen Center for Academic and Career Support, the Stoner Health Center, or the student’s academic advisor.

**Academic Course Appraisals**

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

**Pre-Medical Program**

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

Awards and Fellowships

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

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

Honorary Groups

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

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

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

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

The Honor Society is Heidelberg’s only all-University scholastic honor society. Each spring, faculty and staff members of the Society elect new members who are seniors and are candidates for a bachelor’s degree. New members must have a cumulative GPA of at least 3.5, rank in the top 10 percent of the graduating class and be projected to complete at least 60 credit hours at Heidelberg by the end of the semester. The required GPA for membership into the Honor Society will be considered using only Heidelberg grades. Candidates must also have completed a specific distribution of coursework. Acceptable distributions include the general education requirements for the B.A., B.S. and B.Mus. degrees as well as the distribution requirements of the Honor Program. Transfer students who fulfill the same requirements described above are also eligible for membership.

Iota Tau Alpha, Athletic Training Education Honor Society’s purpose shall be to function as an honor and professional society for students of Athletic Training Programs. The Beta Gamma Chapter of Iota Tau Alpha activities shall be designed to stimulate interest, scholarly attainment, investigate in Athletic Training Education, and promote the dissemination of information and new interpretations of the Society’s activities among students of Athletic Training Programs.

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

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

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

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

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

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

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

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

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

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

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

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

Tau Pi Phi, a national business honorary, recognizes and encourages high academic achievement in business administration, accounting and economics; encourages the practices of highest ethical canons in business; and fosters the social nature of business. The honorary opens to those who have completed 20 hours in the School of Business and have a GPA of 3.0 or higher. The charter for Heidelberg’s chapter of Tau Pi Phi was granted in 1972.

Honors Program

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

Admission to the Honors Program:

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

► ACADEMIC SUPPORT

Academic Catalog

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

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

Library and Instructional Services

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

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

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

Disability Services

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

The Heidelberg English Language Institute (HELI)

Heidelberg University requires that international students and students whose first language is not English have sufficient knowledge of the English language to benefit from their academic studies. Therefore, all new students must furnish an official Educational Testing Service (ETS) International TOEFL (Test of English as a Foreign Language) score form or International English Language Testing System (IELTS) score most recent, to within one year of, the date of application to the University. Students may also be required to submit other forms of evaluation, such as a written essay and/or oral interview. Based on the results of these evaluations, the students are placed in one of three programs best suited to their language-skills level. (1) Students whose test scores and other skill evaluations indicate a need for further training in English are placed in an all-HELI English program. (2) Students who show a high level of English proficiency in some skill areas, but who still need help with the 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-skills evaluations show an acceptable level of language fluency in all skill areas are eligible for a full-time academic program. HELI classes appear on the regular academic schedule. HELI course descriptions appear under the heading ELI – English Language Institute in the Course Descriptions section of this Catalog. Either a passing oral evaluation or successful completion of HELI 132 and the HELI oral evaluation are prerequisites for COM 100. Upon successful completion of ELI 142, Level IV: Academic Skills: Advanced Level Writing, a student in the HELI program may register for WRI 100, College Writing I. Only credits earned in 100-level courses are applicable toward a bachelor’s degree at Heidelberg University.

Transcript of Credit

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

Transient Student

Heidelberg University degree-seeking students who wish to receive credit earned at another accredited institution (refer to Transfer Policy) must have written approval from the University academic advisor; the Transient Student Permission Form should be used for this purpose. In partnership with Credentials eScrip Safe®, Heidelberg University is able to provide official transcripts delivered through eSCRIP-SAFE® to network and out of network recipients. Directions are available at the registrar’s website to assist in the transcript request process. There is a charge of $5.00 per transcript for electronic or paper. For paper copy transcripts express mailed and internationally expressed mailed transcripts are $23.00 and $50.00 respectively. Rates are subject to change based on current US Postal Service charges. Electronic transcripts are generally sent every twenty-four hours during normal business hours except holidays. Paper copy transcripts are processed weekly, generally five to seven business days. Immediate transcript processing is available for $20.00, plus the transcript fee. Transcripts will not be released when a business account hold is active.

COURSE REGISTRATION AND POLICIES

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

Class Standing  
A student’s class standing is determined by the number of credit hours passed. Class standing is a completion of semester hours; Sophomore status, at least 24 semester hours; Junior status, at least 56 semester hours; and, Senior status, at least 88 semester hours.

Course Add/Drop  
A student has the authority to add and drop courses via OASIS when within the policy dates. Official dates are listed on the University website. Students on Academic Warning, Probation and in the AIM Heil Program must obtain a Registration Pin to complete course registrations. Students identified as needing assistance with registration may also be given a Registration Pin or an Advising Hold.

A student with an account hold preventing OASIS course changes must complete a Registration Card within the Office of the Registrar. To add or drop a class within policy dates, the student must gain permission from the area placing the hold on the account. If granted, the student will complete the transaction within the Office of the Registrar.

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

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

A student is permitted to drop a class via OASIS until the Friday on week ten of a semester. For terms running in eight week sessions, the Friday of week five is the last day to drop. For terms running in four week sessions, a student has until the Friday of week three to drop a course. For all other terms, the goal of the drop policy is to offer a student the opportunity to complete 60% of the term before deciding to drop.

A student who wishes to drop a course after the last day to drop will earn a “WF” withdraw fail grade and should drop the course at the Office of the Registrar. A student has the right to appeal grades when circumstances are beyond their control. A student petitioning will follow the Grade Appeal Policy. A student petitioning for medical reasons should follow the Student Handbook policy and will inquire to the Dean of Student Affairs.

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

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

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

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

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

Course Load  
A typical course load ranges between 15–18 credit hours per semester. For a student to graduate in four years, an average of 15 credit hours per semester is needed. Bachelor of Music students may require a higher load in some semesters. Full-time status begins at 12 credit hours per semester. Students are permitted to register for a maximum of 19 credit hours without special permission. Hours beyond the registration limit require permission from the Associate Vice President for Academic Affairs; the online form is available on the Office of the Registrar, inside website. To receive credit, a student must register for all courses to be pursued during a semester. Refer to the Tuition and Fees section for credit hour charges.

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

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

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

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

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

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

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

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

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

At Heidelberg University, a “course hour” is defined as 50 minutes. Thus, a 1-credit course includes a minimum of 50 minutes per week of classroom or direct instruction, plus a minimum of 100 minutes per week of out of class student work. Over a 14-week semester, the 1-hour course would have a baseline of 200 minutes. This time may consist of course activities including, but not limited to:

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

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

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

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

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

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

Departmental Credit by Exam

The University provides the opportunity to request a Credit by Examination from University Departments. Available examinations and available dates can be found by contacting individual departments. Credit by Examination is ideal for students who might have life experience or experienced a similar course but did not earn University credit. Fee structures are published within the current year’s University Catalog. Students who take a Language Exam and are placed into a 100 or higher language are eligible to apply for the Credit by Exam at the available 201, 202 course level. For this instance only, the Exam fee will be waived.

Exemption Exams

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

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

Examinations/Absence from Examinations

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

Independent Arrangement

Academic departments may offer a course via independent arrangement. To consider approval for an independent arrangement, the course must be required within the student’s degree program; the student must have no more than 60 semester hours remaining in their degree program; and, the student is unable to take the course through no fault of the student, e.g., the course is not scheduled at a time the student can take it, and there are no course substitutions available to the student. Students with time conflicts between courses will complete a Time Conflict contract.

An independent arrangement must be agreeable to the faculty member offering the course, the student, Department Chair, Associate Dean, and Provost when applicable. Students will obtain an Independent Study/Independent Arrangement contract on the Office of the Registrar, Inside Heidelberg website.

Independent Study

Academic departments may offer a student the option to learn via independent study. An independent study covers a topic of interest to the student and may involve research, and/or extensive work outside of a classroom. Such an option is identified as Independent Study, Independent Research, or Individual Study. This option is not available for a current course that is not already identified as Independent Study/Topics. Students with time conflicts between courses will complete a Time Conflict contract.

An independent study must be agreeable to the faculty member, the student, Department Chair, Associate Dean, and Provost when applicable. Students will obtain an Independent Study/Independent Arrangement contract on the Office of the Registrar, Inside Heidelberg website.

Remedial Course Work

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

Degree Requirements

Degrees Awarded

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

Degree Types

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

Bachelor of Arts

Communication

Education – Early Childhood; Middle Childhood Language Arts/Social Science

English

German

History

Integrated Media

International Studies

Music

Philosophy

Political Science

Religion

Self-Designed Studies

Spanish

Sport Management – Business, Public Relations
while active-duty servicemembers are enrolled. Reservists and National Guardsmen on active-duty are covered in the same manner.

**Majors and Minors**

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

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

A minor is an approved course of study consisting of 15 to 21 semester hours of coursework. Most minors are designed by departments that offer majors, but some disciplines in which no major is offered may offer a minor. At least half of the required hours in a minor must be done as coursework 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.

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. 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 Academic Programs of Study.

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<th>Minor</th>
<th>Descriptions</th>
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<td>Communication</td>
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<td>Computer Science</td>
<td>Political Science</td>
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<td>Economics</td>
<td>Public History</td>
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<td>Environmental Studies</td>
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<td>Integrated Media</td>
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<td>International Studies</td>
<td>Women’s and Gender Studies</td>
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<td>Latin American Studies</td>
<td>Writing</td>
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<td>Legal Studies</td>
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**Universal Summary of Degree Requirements**

All Degree Candidates must complete the following requirements. (Refer to the Course Registration and Policies section listed within the University Catalog for complete details.)

- Achieve a minimum of 120 semester hours.
- Earn a minimum cumulative grade point average of 2.00 to qualify for a degree.
- Achieve a minimum of a C- (1.667 quality points) in any major or minor required course (allied courses are not included in this policy). Some departments may carry higher grading requirements to progress within the major.
- Earn a minimum cumulative grade point average of 2.00 in a major, minor, track or concentration required courses.
- Fulfill at least one major.
- Complete half of the major and/or minor course requirements in residence.
- Undergraduate Academic Foundation—complete one of the following (a) Bachelor of Arts/Bachelor of Science General Education Requirements, (b) Bachelor of Music General Education Requirements, (c) Honors Program Requirements, or, (d) for Heidelberg transfer matriculants, a Bachelor degree from a regionally accredited institution, or an Associate of Arts or Associate of Science degree from a regionally accredited state-assisted institution of higher education in Ohio.
- Complete Responsibility and Major Related Requirements.
- Complete the HYPE Career Ready Program.
- Complete no fewer than 30 semester hours at the junior level or above (300 or 400 levels at Heidelberg) at four-year institutions.
- Take at least the senior-year in residence; or, in a Heidelberg approved academic experience. Sixty semester hours must be earned at a four-year, regionally accredited institution to qualify for a degree.*
- Work toward one degree. No student may work for two degrees simultaneously. If a student wishes to work for a second degree, he or she must acquire an additional 30 academic hours at Heidelberg after completion of the first degree. To add another major, up to the allowable limits, additional coursework can be done following graduation.

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

**Bachelor of Science**

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

**Master of Arts in Counseling**

**Master of Arts in Education**

**Master of Business Administration**

**Master of Music Education**

**Bachelor of Music**

Music Education, Performance, Theory/Composition, Industry
GENERAL EDUCATION REQUIREMENTS

All Honors Program candidates complete the Honors Program curriculum listed within the Program of Study section, rather than the General Education Requirements described below. Bachelor of Music candidates follow the General Education Requirements outlined under “Major and Minor Requirements: Department of Music” within the Program of Study section. All other candidates for either the Bachelor of Arts or Bachelor of Science degrees must satisfy the University’s General Education Requirements. This curriculum is designed to provide students with the abilities and broad liberal arts background necessary for living lives of purpose with distinction. A course may be counted to meet a general education requirement if and only if that course is designated to fulfill that requirement in the semester that the course is taken.

Courses fulfilling more than one General Education Requirement

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

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

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

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

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

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

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

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

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

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

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

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

- Accounting 334 - Federal Income Tax
- Accounting 474 - Advanced Accounting
- Anthropology 325 - Forensic Anthropology
- Biology 205 - Biostatistics
- Criminology 210 - Research Methods
- 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 244 - Research Methods
- Psychology 201 - Research Methods and Data Analysis I
- Sociology 310 - Intermediate Data Science 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 historic positioning of the author and the reader in relation to the context of the work; analyze the purpose of that reading material in the context of the course; evaluate the work through discipline-specific criteria; and apply the information gained from one context to another context.

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

- 1-23 semester hours transferred: 1 Reading Abilities course 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 350 - Native North Americans
- Art 118 - Art and the Visual Experience
- Athletic Training 180 - Advanced Emergency Care
- Athletic Training 382 - Therapeutic Exercise
- Biology 223 - Genetics
- Biology 224 - Cell and Molecular Biology
- Biology 311 - Biology Seminar
- Biology 312 - Evolution
- Biology 415 - Animal Behavior
- Business Administration 202 - Innovation and Creativity
- Communication 101 - Explorations in Communication
- Communication 201 - Critical Thinking and Argumentation
- Criminology 151 - Introduction to Criminal Justice
- Criminology 491 - Senior Seminar
- Economics 102 - Principles of Economics
- Economics 330 - Public Finance
- Economics 346 - Law and Economics
- Economics 362 - Intermediate Macroeconomic Theory
- Education 217 - Children’s Literature
- Education 218 - Adolescent Literature

e. Writing Ability (W): All students must pass five Writing Ability courses; must be taken in residence and Writing 101 or the equivalent. (In addition, see major related requirements for the Senior Capstone Experience.)

Writing 101 is the required portion of the Heidelberg first-year writing program. In order to effectively serve Heidelberg’s student body, the first-year writing program features a two-tiered structure. The primary course, the completion of which satisfies the University’s writing proficiency requirement, is Writing 101. For students who—through a process of directed self-placement—view themselves as not adequately prepared for Writing 101, a preliminary course, Writing 100, will serve as preparation for Writing 101.

Writing Ability courses are courses that emphasize writing. Writing courses include at least one assignment that requires students to find and utilize appropriate and credible sources in support of a valid and defendable 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 Ability courses required of transfer students is dependent upon the number of semester hours they transfer into Heidelberg. Transfer students without the equivalent of Writing 101 on their transcripts must take that course as one of their required Writing Ability courses.

- 1-25 semester hours transferred: 5 Writing Ability courses required
- 24-55 semester hours transferred: 3 Writing Ability courses required
- 56-87 semester hours transferred: 2 Writing Ability courses required
- 88+ semester hours transferred: 1 Writing Ability course required

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

- Anthropology 300 - Native North Americans
- Anthropology 355 - Ethnology
- Athletic Training 381 - Therapeutic Modalities

**Academic Policies**

Education 345 - Curriculum and Instruction for Young Children
Education 425 - Multicultural Literature
Environmental Science 334 - Ecology
Finance 330 - Intermediate Corporate Finance
Geology 308 - Surface Water Systems
Health and Human Performance 211 - History of Sport and Fitness
Health and Human Performance 314 - Administration School of Health Program
Health and Human Performance 315 - Legal Aspects of Sport
Health and Human Performance 316 - Sport and Society
Health and Human Performance 454 - Adaptive Physical Education
Health and Human Performance 490 - Capstone Course
Health Science 290 - Applied Pharmacology and Pathology
Health Science 425 - Healthcare Seminar
Health Science 485 - Healthcare Administration
Health Science 487 - Exercise Physiology
History 105 - World Civilization I
History 106 - World Civilization II
History 107 - American History to 1865
History 108 - American History 1865 to the present
History 222 - Public Historian’s Craft
History 311 - The Greco-Roman World
History 321 - Medieval Europe
History 322 - Renaissance and Reformation
History 325 - Modern Europe
History 331 - Ancient East Asia
History 333 - Politics and History of East Asia
History 337 - History of England
History 359 - History of Germany
Literature 102 - Literary Genres
Literature 151 - Literary Theme: The Individual versus Society
Literature 152 - Literary Theme: Literature into Film
Literature 153 - Literary Theme: Fantasy
Literature 155 - Literary Theme: Literature and Nature
Literature 205 - Literature of the Ancient World
Literature 206 - Literature of the Modern World
Literature 221 - British Literature to 1798
Literature 222 - British Literature, 1798 to the Present
Literature 231 - American Literature to 1860
Literature 232 - American Literature, 1860 to the Present
Literature 291 - Introduction to Literary Theory
Literature 306 - African American Literature
Literature 307 - Literature by Women
Literature 330 - Studies in the Novel
Literature 340 - Major World Author
Literature 346 - Shakespeare
Literature 350 - Studies in British Literature
Literature 355 - Studies in American Literature
Literature 360 - Studies in World Literature
Management 320 - Organizational Behavior
Management 340 - Human Resource Management
Marketing 302 - Marketing
Media 162 - Media Focus: Television
Media 163 - Media Focus: Online Media
Media 164 - Media Focus: Advertising and Public Relations
Media 304 - Public Relations
Media 325 - Media Criticism: Popular Culture
Music 213 - World Music
Music 216 - Conducting I
Music 259 - Chamber Literature
Music 337 - Music and the Liberal Arts
Music 363 - Music Education Early Childhood/Elementary School
Music 369 - Leadership in Entrepreneurship in the Arts
Music 373 - Choral Music Education Secondary Curriculum
Music 374 - Instrumental Music Education Secondary Curriculum
Non-Departmental 105 - Truth About Social Class
Non-Departmental 112 - Women in Art
Non-Departmental 121 - Understanding Geography through a Humanities Approach
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:
b. Humanities (H)

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

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

Communication 101 - Explorations in Communication
Education 218 - Adolescent Literature
German 417 - Periods in German Literature
German 418 - Periods in German Literature
History 105 - World Civilization
History 106 - World Civilization
History 107 - American History to 1865
History 108 - American History 1865 to the Present
History 222 - Introduction to Public History
Literature 302 - Literary Genres
Literature 151 - Literary Theme: The Individual versus Society
Literature 152 - Literary Theme: Literature Into Film
Literature 153 - Literary Theme: Fantasy
Literature 155 - Literary Theme: Literature and Nature
Literature 205 - Literature of the Ancient World
Literature 206 - Literature of the Modern World
Literature 221 - British Literature to 1798
Literature 222 - British Literature, 1798 to the Present
Literature 231 - American Literature to 1860
Literature 232 - American Literature, 1860 to the Present
Literature 291 - Introduction to Literary Theory
Literature 306 - African American Literature
Literature 307 - Literature by Women
Literature 330 - Studies in the Novel
Literature 340 - Major World Author
Literature 346 - Shakespeare
Literature 350 - Studies in British Literature
Literature 355 - Studies in American Literature
Literature 360 - Studies in World Literature
Media 162 - Media Focus: Television
Media 163 - Media Focus: Online Media
Media 164 - Media Focus: Advertising and Public Relations
Media 323 - Media Criticism: Television
Media 324 - Media Criticism: Online Media
Media 325 - Media Criticism: Popular Culture
Music 211 - Journey of the Blues
Non-Departmental 125 - Sex and Violence in Fairy Tales
Non-Departmental 305 - Romantic Revival
Philosophy 140 - Introduction to Philosophy
Philosophy 216 - Ethics
Philosophy 217 - Bioethics
Philosophy 218 - Ethics in Professional Life
Philosophy 309 - History of Western Philosophy: Ancient and Medieval
Philosophy 310 - History of Western Philosophy: Modern
Philosophy 317 - Philosophy of Religion
Philosophy 490 - Philosophy Colloquium
Political Science 293 - Introduction to Canada
Political Science 315 - Art and Espionage
Political Science 323 - Political Culture
Religion 109 - Judaism, Catholicism and Protestantism
Religion 201 - Introduction to the Old Testament
Religion 202 - Introduction to the New Testament
Religion 204 - Religions of the World
Religion 210 - Religion and Politics in America
Religion 250 - Christian Social Ethics
Religion 302 - Topics in Biblical Literature
Religion 308 - History of Christian Thought
Religion 309 - Contemporary Christian Thought
Religion 339 - Topics in Religion
Religion 340 - Topics in Religion
Religion 413 - Independent Study
Religion 414 - Independent Study
Religion 475 - Honors Course
Religion 476 - Honors Course
Religion 490 - Senior Seminar
Sociology 347 - Cities and Society
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. Each 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 125 - Biology I (L)
Chemistry 103 - Fundamentals of Chemistry (L)
Chemistry 105 - Introduction to Forensic Chemistry (L)
Chemistry 108 - The Science of Art
Chemistry 111 - General Chemistry (L)
Computer Science 150 - Fundamentals of Computer Science (L)
Environmental Science 101 - Introduction to Environmental Science (L)
Geology 101 - Physical Geology (L)
Geology 201 - Environmental Geology
Health Science 487 - Exercise Physiology
Physics 100 - Introduction to Physical Principles (L)
Physics 101 - General Physics I (L)
Physics 102 - General Physics II (L)
Physics 172 - Introduction to Astronomy

III. Global/Cultural Perspectives Requirement (G)

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

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

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

Anthropology 200 - Cultural Anthropology
Anthropology 210 - Introduction to Archaeology
Anthropology 310 - Historic and Military Archaeology
Biology 115 - Food, Medicine, and Drugs
Business Administration 328 - International Business
Chemistry 108 - The Science of Art
Communication 314 - Advanced Interpersonal Communication: Intercultural
Economics 352 - International Economics
Finance 355 - International Finance
German 290 - Preparation for Study Abroad
German 317 - Germany, Present and Past
German 318 - Germany, Present and Past
German 489 - German Portfolio
History 105 - World Civilization
History 106 - World Civilization
History 332 - Politics and History of the Middle East
History 333 - Politics and History of East Asia
Intervention Specialist 265 - Diversity in Today’s Schools
Intervention Specialist 266 - Education Camp Clinical Experience
Literature 205 - Literature of the Ancient World
Literature 206 - Literature of the Modern World
Literature 306 - African American Literature
Literature 307 - Literature by Women
Literature 340 - Major World Author
Literature 360 - Studies in World Literature
Music 213 - World Music
Non-Departmental 107 - Exploring Chinese Culture
Non-Departmental 121 - Understanding Geography through a Humanities Approach
Non-Departmental 206 - Introduction to US/Mexico Border Issues
Non-Departmental 345 - Service Learning US/Mexico Border
Philosophy 200 - Aesthetics
Philosophy 309 - History of Western Philosophy: Ancient and Medieval
Philosophy 310 - History of Western Philosophy: Modern
Philosophy 317 - Philosophy of Religion
Political Science 221 - Global Politics
Political Science 240 - African Politics
Political Science 263 - European Politics
Political Science 293 - Introduction to Canada
Political Science 310 - Politics and History of East Asia
Political Science 376 - Global Issues I
Political Science 383 - Politics and History of the Middle East
Psychology 407 - Multicultural Psychology
Religion 204 - Religions of the World
Spanish 290 - Study Abroad Preparation
Spanish 321 - Survey of Latin American Literature
Spanish 325 - Spanish Literature Survey
Spanish 330 - Contemporary Latin American Narrative
Spanish 333 - Spanish Culture and Civilization
Spanish 334 - Latin American Culture and Civilization
Spanish 489 - Spanish Portfolio
Alternative Global/Cultural Experiences
A university-approved study-abroad experience of at least four weeks. (One semester abroad counts as two global/cultural experiences.) Or, another experience approved in writing by the Provost.

AND, in addition to the Global/Cultural Requirement

Foreign Language course: Pass one at the 102 level or the equivalent.*
Languages may be found below:
Chinese 102 - Elementary Chinese
French 102 - Elementary French
Greek 102 - Elementary Greek
Greek 112 - New Testament Greek
German 102 - Introduction to German
Spanish 102 - Elementary Spanish
American Sign Language at the 102 level (not available at Heidelberg)

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

*Students that reach equivalencies through the above, must complete one of the following:
A second Global/Culture course listed in the above (G) category, or
A second language that is other than the language exempted from (second language will need to be at 102 level), or
A higher level language course within the student’s exempted language (SPA 201, 202, 305, 307, 319, 320, 411, 412, GER 201, 202, 301, 302, 317, 318, 415, 416, 417, 418, FRN 201, 202)

IV. Personal Health and Wellness Requirement (P)
Learning Outcomes: Students should have a thorough understanding of how to positively contribute to their own health and wellness through one of the following areas: students will assess their current state of health and wellness via completion of a program that will demonstrate knowledge of current scientific data regarding cost and benefits of health choices; students will develop strategies to maintain lifelong physical, mental and social wellness.

Personal Health and wellness courses are designated with a (P) symbol on semester course listings. A complete list of “P” courses may be found below:
All students must successfully complete one of the following:

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

One course from the following list:
- Anthropology 205 - Physical Anthropology
- Athletic Training 389 - Principles of Strength, Conditioning and Exercise Prescription
- Health and Human Performance 103 - Strategies for Fitness and a Healthy Lifestyle
- Health and Human Performance 116 - Health and Wellness
- Health and Human Performance 206 - Nutrition
- Health Sciences 425 - Health Care Seminar
- Non-Departmental 117 - Yoga
- Political Science 240 - African Politics
- Psychology 269 - Human Sexuality
- Psychology 337 - Positive Psychology
- Theatre 215 - Discover the Body Through Movement
- Theatre 216 - Introduction to Dance Technique

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

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

▸ RESPONSIBILITY AND MAJOR RELATED REQUIREMENTS FOR ALL MAJORS AND PROGRAMS
The AIM (advise, inspire, mentor) Hei mentoring program is a three semester program for new incoming students that provides a structured means by which students can: 1. design and implement a program of study – both inside and outside the classroom – aimed at achieving the learning goals the University has for its graduates; 2. Define, explore, and reflect upon their academic, personal, and professional goals and relate those goals to Heidelberg and beyond. New students select an AIM Hei themed section and work with that faculty member for three semesters. Students transferring to Heidelberg with fewer than 24 credit hours will participate in the AIM Hei program. Transfer students with 24 or more credit hours and adult students are exempt from the AIM Hei program.

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

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.

Major Related Requirement: All students must pass the senior capstone experience in at least one major. This requirement will be determined separately for each major. Students must fulfill this requirement through courses taken at Heidelberg University. 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.

GRADE REQUIREMENTS

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

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

Grades earned for course(s) from which a student withdraws are as follows:
1. A grade of “W” is recorded for each course dropped on or before the last day to drop courses. A grade of “W” is not calculated into the GPA.
2. A grade of “WF” is recorded for each course dropped after the last day to drop courses. A grade of “WF” is calculated into the GPA the same as an F.

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

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

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

Quality Points
Grade values are as follows: grade of A = 4.00; A- = 3.667; B+ = 3.333; B = 3.000; B- = 2.667; C+ = 2.333; C = 2.000; C- = 1.667; D+ = 1.333; D = 1.000; D- = 0.667; F, FN, WF = 0.000. Grades of AU, I, P, NG, U, and S do not calculate into the grade point average.

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

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, available on the Inside Heidelberg Registrar website. The completed audit form will remain on file in the Office of the Registrar. The class audited shall be noted on the transcript, and the instructor will award the grade of “AU”, if students fulfill the performance requirements outlined on the audit form, and the grade of “U”, if students fail to meet these requirements. Students will not be eligible for “Credit by Examination” after having taken a class for audit credit. An audited course may not be used toward degree requirements.

Pass-Fail Courses
Juniors and seniors with a grade point average of 2.50, or better, are permitted to register for one elective course per semester on a Pass-Fail basis with the written approval of the department in which they are taking a course. 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 Seminar or Support Courses. A Pass-Fail grade is irrevocable; that is, the Pass-Fail grade may not be changed during the semester or at a later date to a letter grade. Credit Pass-Fail may be used to fulfill elective hours needed to meet the 120 credit hour graduation requirement.

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

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

Students who wish to appeal a course grade must begin the process within the first regular semester following assignment of the final course grade. The complete Student Grade Appeal Process at Heidelberg University is available online to each student.
Academic Policies

Major and Minor Grade Requirements
Students following the 2015-16 catalog or a later catalog must maintain a cumulative GPA of 2.00 in all required major, track or concentration, and minor courses. In addition, students must earn no lower than a “C-” (1.667) in any such course. Required allied courses listed within a major are not held to the minimum “C-” (1.667), unless specified by the department.

Major and Minor Grade Waiver
For those departments that will accept a single “D” (1.000) or “D+” (1.333) grade for a major or minor requirement, students have the right to request a grade waiver. A student may only be granted one grade waiver in each major and/or minor. A waived grade requires an additional credit hour to be completed. A student’s major GPA calculation. Students will contact the Departmental Chair or Director for departmental procedures and policies to submit a grade waiver petition. Once a decision has been rendered, the Department Chair or Director will notify the Registrar’s Office in writing.

PROGRESSION REQUIREMENTS

Satisfactory Academic Standing
To remain in satisfactory academic standing, full-time students must maintain a minimum cumulative grade point average of 2.00 while completing a total number of credit hours that produces an average of at least 24 semester hours for each year of full-time enrollment. Students must complete the following:
- 24 hours within one year
- 48 hours within two years
- 72 hours within three years
- 96 hours within four years

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

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

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

Academic Warning
Academic Warning is the least severe level in the Academic Probation and Suspension process. Students who are placed on Academic Warning are considered to be in satisfactory academic standing. Academic Warning is issued to students who meet any one or more of the following criteria:
- after completion of one semester on campus, have a semester GPA between 1.00 (inclusive) and below 2.00
- have a cumulative GPA of 2.00 or above but have earned a semester GPA below 2.00
- fail to achieve a passing grade in 50% of the courses officially attempted

Academic Warning serves as an opportunity to address any academic difficulties with the goal of preventing a student from being placed on Academic Probation. Students on Academic Warning must complete a Plan for Academic Improvement and attend a Success Workshop at the beginning of the semester. Students on Academic Warning will meet with the Owen Center and consult with their advisor to make optimal use of campus resources.

At the end of the semester in which a student is placed on Academic Warning, the student will either:
1. Be removed from Warning status by raising their cumulative GPA to 2.00 or above
2. Continue on Academic Warning for up to two additional semesters by earning a semester GPA of 2.20 or above, but failing to raise the cumulative GPA above 2.00
3. Continue on Academic Warning by earning less than a 2.00 semester GPA but maintaining a cumulative GPA of 2.00 or above
4. Be placed on Academic Probation by earning less than a 2.20 semester GPA and maintaining a cumulative GPA below 2.00

If, after the third semester, the cumulative GPA is below 2.00, the student will be placed on Academic Probation.

Academic Probation
Academic Probation is an indication of serious academic difficulty that may ultimately lead to suspension or dismissal from the University. Probation appears on a student’s official academic record. Students on Academic Probation are no longer in Satisfactory Academic Standing and are at high risk of not completing a degree. Students on Academic Probation must complete a Plan for Academic Improvement, and attend a Success Workshop at the beginning of the semester. Students on Academic Probation are required to evaluate their co-curricular and/or extracurricular participation and their campus employment in consultation with the Owen Center and in accordance with their Academic Improvement Plan. Academic Probation is issued to students who:
- have a cumulative GPA below 2.00 and a semester GPA below 2.00 after completing two or more semesters on campus
- have a cumulative GPA that remains below 2.00 after completing three semesters on Academic Warning

Plan for Academic Improvement
Students on Academic Warning or Probation must complete a Plan for Academic Improvement with the Owen Center and their assigned advisor. Students must also attend a Success Workshop at the beginning of the semester. Students who have the opportunity to enroll in NDI 090, an academic recovery program that will provide a personalized recovery plan as well as additional performance monitoring throughout the semester. The Academic Improvement Plan should demonstrate what steps the student will take to return to satisfactory academic standing, or a cumulative GPA above 2.00. Plans must be submitted and approved by the Owen Center (owen-center@heidelberg.edu) before the end of the early course appraisal period.

At the end of the semester in which a student is on Academic Probation, the student will either:
1. Be removed from Academic Probation by earning a cumulative GPA of 2.00 or above
2. Continue on Academic Probation by earning a semester GPA of at least 2.00 but maintaining a cumulative GPA less than 2.00
3. Be subject to Academic Suspension by failing to earn a semester GPA of 2.00 or above

Academic Suspension
Academic Suspension is an indicator of severe academic difficulty and appears on a student’s academic record. Academic Suspension allows a student time to reassess academic and career goals, and/or resolve other causes for continued academic failure. Students on Academic Suspension may not take courses or participate in any extracurricular or co-curricular activities at Heidelberg University. Academic Suspension is issued to students who meet one or more of the following criteria:
- earn a first semester GPA below 1.00
- earn a semester GPA below 2.00 while on Academic Probation
- show indifference to their studies while on Academic Probation, as evidenced by, but not limited to, such behavior as failure to prepare for class, irreligious class attendance, failure to complete assignments, etc.

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

**Academic Dismissal**
Students who are issued Academic Dismissal may not enroll in any programs offered by Heidelberg University. Academic Dismissal is issued to students who meet either of the following criteria:
- have been issued Academic Suspension on two occasions and do not complete reinstatement criteria after completing the second suspension
- are suspended a third time

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

**Academic Reinstatement**
Students wishing to return to the University after a suspension must submit a Reinstatement form (available from the Registrar’s Office) including any documentation in support of mitigating circumstances no later than ten business days prior to the first class day of the reinstatement semester. Students must also submit any transcripts for academic work completed at institutions other than Heidelberg while on suspension. Students may receive reinstatement upon approval 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, a student will automatically be placed on Academic Probation and must complete the Plan for Academic Improvement described above. Failure to fulfill the Plan after reinstatement may result in dismissal.

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

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

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

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

Eligibility considerations:

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

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

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

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

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

Therefore, students must complete:
- 24 hours within one year
- 48 hours within two years
- 72 hours within three years
- 96 hours within four years

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

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

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

Diplomas are awarded and distributed three times per year, and there is one commencement
Academic Policies

Heidelberg University

Senior Year: The student who has elected to attempt departmental honors will be asked to head of the department. If the student has an adequate command of a foreign language, he or departmental honors presents the candidate’s written application to the other members of Junior Year: The head of the department in which the student has chosen to work toward satisfy the following requirements:

476 (3 hrs. each semester). A Departmental Program Committee formed by the department

The departments which offer honors register their candidates in a year-course listed as 475-

Departmental Course Honors

the incomplete grade becomes 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.

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.

These exemptions do not permit students to graduate. In order to graduate, students 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.

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

Departmental Course Honors

The departments which offer honors register their candidates in a year-course listed as 475-476 (3 hrs. each semester). A Departmental Program Committee formed by the department administers the project. To receive departmental honors at commencement a student must satisfy the following requirements:

Junior Year: The head of the department in which the student has chosen to work toward departmental honors presents the candidate’s written application to the other members of the department. Before the end of the junior year, the candidate defines his or her project for independent research, to be conducted during the senior year, and obtains the approval of the head of the department. If the student has an adequate command of a foreign language, he or she should be encouraged to use it as a tool in his or her research.

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

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

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

Graduation Honors

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

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

Special Honors

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

INTERNATIONAL EXPERIENCES

Information regarding study abroad experiences is available in the Office of International Affairs and Studies. Short term, summer term, work or international internship opportunity information is also available. The Heidelberg University Travel Policy requires approval from the Dean of Student Affairs for any travel to an area with potential risks listed on the Department of State Travel Warnings.

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

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

To be eligible for admission into the program, a student must have obtained at least junior status prior to entering the university (or have sophomore standing and strong SAT or ACT scores). No minimum GPA is required, however, all applications are reviewed holistically. In addition, the student must have completed at least four semesters of college or university-level German study or the equivalent and secured the recommendation of the head of the Department of Foreign Languages, 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. Heidelberg University students. Financial aid is also made available to Heidelberg University students. More detailed information about this unique study abroad option is available through the Languages Department or the Office of International Affairs and Studies and our website.

Cemanahuac Educational Community in Cuernavaca, Mexico

Students of all levels of Spanish may choose a short-term or semester-long experience studying Spanish at the Cemanahuac Educational Community in the colonial city of Cuernavaca, Mexico. While studying in Mexico, students live with a host family and also enjoy the opportunity to participate in field study excursions to sites of archaeological and historical interest. Frequent destinations include the Pyramids of the Sun and the Moon at Teotihuacan, 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; junior; and, in good 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
Heidelberg University, through a special cooperation agreement with The Spanish Studies Abroad, sponsors a study abroad program in Seville, Spain; Alicante, Spain; Barcelona, Spain; Córdoba, Argentina; Havana, Cuba; and San Juan, Puerto Rico.

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

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

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

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 study and who 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.

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

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

### OFF-CAMPUS PROGRAMS AND OPPORTUNITIES

To supplement their coursework on campus, students may choose from a variety of off-campus study programs that provide practical, career-related experiences. For students intending to enter careers in science research or business and government positions in the natural sciences, Heidelberg offers opportunities for on-site field work in the study of habitats not found in northwestern Ohio and participation in excavation of an archaeological site. For descriptions see Anthropology 250 and 251.

Individuals desiring career-oriented experiences in the natural science fields may participate in the ongoing research programs of water quality studies involving northern Ohio streams and Lake Erie. The Heidelberg National Center for Water Quality Research, which was founded within the Heidelberg Department of Biology in 1969 as the Sandusky River Project, has involved a number of students through course and laboratory work, internships and part-time work. Since its founding, the laboratory has been supported by grants from governmental and private agencies totaling about $3 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.

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

### Cooperative Degree Programs

Heidelberg University offers cooperative degree programs with the University of Ulsan in Ulsan, South Korea and Intercontinental Recruitment and Support Services of the United Kingdom. Through IRSS, students have the opportunity to apply knowledge obtained through coursework to an on-the-job experience. Internships allow students to develop the knowledge necessary to further their careers. Additionally, internships provide work experience that can enhance credibility in a highly competitive marketplace.

An internship will include various off-campus learning experiences taken for undergraduate academic credit. An internship is a component of the educational program that provides an opportunity to enhance the student’s intellectual development through the application of knowledge. An internship is not an experience that can be purely observational.

The Director of Career Development & Placement is responsible for maintaining all internship program records. The Director of Career Development & Placement provides information on possible internship locations, general guidelines, departmental guidelines, and copies of all necessary forms. Internships are initiated and approved in the department sponsoring and supervising the internship.

### Internships and Course Load

#### Zero Credit Hour

1. Students are only eligible for a zero credit hour internship during the summer semester.
2. Students carrying a course load of 18 credit hours or more are not eligible to participate.
3. Students may not satisfy the requirements for the zero credit internship in a single 40-hour workweek without written permission from the faculty and off-campus supervisors.
4. Students enrolled for zero credit hours will satisfy the same requirements as students enrolled for a 1 credit hour internship.

#### Credit Hour

1. Students planning to take an internship for credit are eligible to participate during any semester.
2. For each credit attempted, 40 hours of work related experience is required.

Internship opportunities are available to juniors and seniors in good academic standing, with a minimum 2.00 cumulative grade point average. Underclassmen may be eligible to participate in an internship with the written approval of the faculty advisor and off-campus supervisor. Each academic department, however, can set its own internship policies (e.g., GPA and credit hour limits).

Guidelines are detailed in the Undergraduate Internship Program Handbook, available online. The amount of course credit that may be earned through an internship varies by department. A student cannot apply more than 15 internship credit hours towards the degree requirements. Students register for internship credit by completing an Internship Contract. Students must secure the approval of both a faculty advisor and an off-campus supervisor. Internship credit may not be applied to the General Education Requirements, and credit must be earned during the semester in 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. The administering department, the Undergraduate Academic Policy Committee, and the faculty have granted prior approval for the internship to be applied toward the major or minor.
5. They must satisfactorily complete the first year’s work in the professional school. A minimum of 90 semester hours, including general education or honors and major requirements, is required. Those few individuals who can do so may arrange to complete a minimum of 90 semester hours which include general education or honors curriculum as well as major requirements during their first 3 years at Heidelberg, may arrange to take their senior year at a professional school if that professional school is approved by recognized academic accrediting agencies. If they can obtain admission to such a school without having completed their undergraduate work (only electives), they will be granted the baccalaureate degree from Heidelberg University under the following conditions:

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

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

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

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

The Graduate Studies Catalog is available on-line.

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

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

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

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

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

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

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

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

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

ACCOUNTING (ACC)
Professor Ahmed (Dean); Associate Professors Cook,raft; Assistant Professors Kohne, Monaco, Woods; Instructor A. B. Roerdink.
The accounting major resides in the School of Business, overseen by the Dean of the School of Business. The accounting major complies with the recommendations of the Ohio Society of Certified Public Accountants for the initial 120 hours. Those who complete the Accounting major, and an additional 30 semester hours, are qualified to take the Ohio CPA exam. The Heidelberg Accounting major has an emphasis on both financial accounting and on the aspects of management necessary for a successful career in corporate accounting.

The School of Business does not allow grade waivers in the pre-professional and professional 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.

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

Minor in Athletics Coaching (17 semester hours): HHP 203, 211, 302, 316, 317, 454; 5 hours from HHP 204, 205, 206, 207, 208, 209, 210, or 339.

ATHLETIC TRAINING (ATR)
Assistant Professor Musgrave (Chair); Instructors Depinet, Matejka and Sufel.
Successful completion of all components of the Athletic Training Major (including technical and ethical standards) meets the Commission on Accreditation of Athletic Training Education® (CAATE) requirements to sit for the Board of Certification® (BOC) examination to become a Certified Athletic Trainer® (ATC) after endorsement by the Program Director.

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

The Department of Athletic Training includes the Athletic Training Program and Health Science major. The Department of Athletic Training does not issue grade waivers in any of its majors or minors. Additionally, Athletic Training majors may not double major in Health Science.

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


Allied Courses: BIO 180, 364; HHP 306; MTH 115, 210 (Students with transfer credit for MTH 210 will be exempt from MTH 115 requirement). Select one course from: HST 101, 212; and, select one course from: BIO 110 or 123.

ATR Policies
Students interested in entry into the Athletic Training Program (ATP) 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)
   - ATR 171 Prevention of Athletic Injury and Illness (Fall or Spring)
   - HSC 150 Terminology (Spring)
   - BIO 110 Current Biological Problems (Fall or Spring)
   - BIO 110 Current Biological Problems (Fall or Spring)
   - BIO 110 Current Biological Problems (Fall or Spring)

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 ATP Faculty preceptor. These hours do not count toward the required minimum 900 clock-hours for graduation for the ATP. 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 ATP.
4. Earn a minimum cumulative GPA of 2.75 during the application year.
5. Demonstrate compliance with all of Heidelberg’s ATP policies (policies found on Inside
6. Complete a formal interview with members of the ATP Selection Committee to assess the intellectual, social, and technical skills of the candidate.

7. Completion of Bloodborne Pathogen Training prior to beginning any clinical observation hours with the ATP Coordinator of Clinical Education and completion of Bloodborne Pathogen Training provided by the Stoner Health Center (TBA Spring semester).

8. Submission of three letters of recommendation using the form within the ATP Application (can be completed by any non-Heidelberg Athletic Training Faculty).

9. Submission of the completed ATP Application that includes all general forms and medical forms information included therein.

10. The completed ATP Application is DUE on or before APRIL 1st by noon to the ATP 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 Program is competitive and selective. Completion of the application standards does not guarantee admission into the ATP. Final admission into the program rests with the decision of the ATP Selection Committee. Enrollment in the ATP is typically limited to twelve per-semester.

12. The ATP 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 ATP if:
   a. An AT candidate does not meet all ATP 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 ATP Application, the ATP Director may admit more than 12 candidates if the ATP is able to maintain the required 8:1 student to faculty ratio.

Athletic Training Program (ATP): Policy on Retention and Probation

Academic Retention Criteria:
1) Maintain a cumulative grade point average of 2.5 while enrolled in the ATP.
2) Maintain a current physical on file with the health center.
3) Demonstrating compliance with all Heidelberg’s ATP policies.
4) Obtaining Hepatitis B vaccinations and annual TB vaccinations.
5) Continuing to meet the Heidelberg University ATP Technical Standards for Admission.

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 ATP policies.
4) Obtaining Hepatitis B vaccinations and annual TB vaccinations.
5) Completing annual Bloodborne Pathogen training.
6) Continuing to meet the Heidelberg University ATP 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 ATP.

Probation:
Once admitted to the ATP, 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 retained with the ATP Director before progression to the next level of sequential coursework in the ATP is allowed.

ATP 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 ATP. Failure to meet the defined deadlines or being deemed at a level of inappropriate 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) ATP 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 Program does not automatically lead to dismissal from Heidelberg University.

Athletic Training Program (ATP): 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.
2) No request will be accepted after these dates.
3) 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).
4) 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.
5) Once the student is reinstated into the ATP, he/she must adhere to the ATP 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 ATP.
6) Once the student is reinstated into the ATP, he/she may resume the academic sequencing of the specific Athletic Training Department courses.
7) 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) ATP 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 Program does not automatically lead to dismissal from Heidelberg University.

Athletic Training (ATP): 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
   a. 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.
   b. Students are expected to provide additional clothing, at their own expense, that is in
compliance with each site’s dress code. At the conclusion of the student’s time in our program, some non-expendable clothing items may have to be returned.

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

b) Standards of professional dress will be established by each individual site and/or supervising Approved Clinical preceptor.

c) Athletic Training students shall keep a professional appearance during their clinical rotations. Students are expected to shower/shave daily. Some clinical settings might require the removal of piercing(s).

2) Interpersonal Relationships

As an Athletic Training student you will have extensive interaction with student athletes at Heidelberg. As a result you may become friends with many of them. It is the policy of the ATP 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 ATP director will have the prerogative to reassign the student(s) to an alternate clinical site.

3) Confidentiality: All information regarding the health of a student athlete is confidential and is not to be shared by the Athletic Training student with anyone not directly involved in the care of the student athlete. Any breach of the confidentiality policy will result in reassignment to an alternate clinical site.

4) Punctuality: The Athletic Training student is expected to be punctual, arriving at whichever time has been established with the clinical instructor. If the Athletic Training student has a conflict at any time he/she needs to contact his/her clinical instructor as soon as possible for resolution.

5) Adherence to Athletic Training Room and Affiliated Site Rules and Regulations Students are expected to adhere to the rules and regulations of each medical care facility during clinical assignments. It is the student’s responsibility to gain clarification on any rules or regulations set forth in the clinical setting.

6) Code of Ethics: Students are expected to promote professional conduct in compliance with the code of ethics set forth by the National Athletic Trainers’ Association (www.nata.org).

7) Harassment and discrimination in any form (sexual, verbal or physical) is strictly prohibited and will not be tolerated. Any student found to be in violation will be immediately dismissed from the program. Students should report any problems with other students, faculty members, coaches, athletic trainers or athletic trainers to the ATP Director.

**Athletic Training Program (ATP): Policy on Disciplinary Actions**

The ATP 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 ATP Director, the supervising preceptor will contact the ATP 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 ATP file. Second Offense—will result in a second written warning that will be placed in the student’s comprehensive ATP file. Third Offense—will result in expulsion letter from the ATP Director.

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

- Violation of the ATP 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 excuse for absence
  - Display of unprofessional behavior during a clinical rotation or ATP function
  - Use of inappropriate language and/or behavior during clinical hours.

**Special Note:** The ATP 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.

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The ATP will operate on a “three strikes and you’re out” policy for the enforcement of the policy on professional conduct. First Offense—will result in a written warning that will be placed in the student’s comprehensive ATP file. Second Offense—will result in a second written warning that will be placed in the student’s comprehensive ATP file. Third Offense—will result in expulsion letter from the ATP Director.

An offense warranting disciplinary 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 employment as an entry level scientist; or, they may choose to enroll in graduate or professional school.

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

Students will be assigned by the Coordinator of Clinical Education to be supervised by an Approved Clinical preceptor. Each student will be typically assigned to three different clinical rotations per academic calendar year. The clinical experiences are directly tied to the ATP 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 ATP Policies and Procedures, see the complete ATP Student Handbook on Inside Heidelberg website

2. Under the direct supervision of a Heidelberg University ATP preceptor at an ATP affiliate clinical site, ATP students will:
   - Complete a minimum of 900 clinical hours in a variety of settings including but not limited to collegiate, high school, rehabilitation, general medical, and other settings as assigned by the Coordinator of Clinical Education.
   - Complete 7% clinical observation hours as an Athletic Training Candidate as a requirement of the ATP application. NOTE: observation hours do not count toward the minimum required 900 clinical hours.
   - See Inside Heidelberg website for more details regarding the ATP 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 ATP (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 an additional semester(s) at Heidelberg University beyond the traditional 4 year plan to complete the ATP.

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 ATP Clinical Coursework can be found in the AT Student Handbook on Inside Heidelberg website.

**BIOCHEMISTRY (CHM)**

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

The programs of the Department of Chemistry and Biochemistry are designed to provide a background in the chemical and biochemical sciences within the context of a liberal arts education, and to prepare majors for occupational goals, professional school or graduate school. Courses serve students in the basic liberal arts program, those who plan to teach in elementary or secondary schools, and students who are interested in scientific research. The department offers two majors (Chemistry and Biochemistry) and one minor (Chemistry). The Biochemistry major is interdisciplinary and deals with the chemistry of living organisms and their products. Students will gain (1) an understanding of biochemical issues: (2) skills in a variety of research techniques, (3) insights into research and data interpretation, and (4) communication skills in the sciences. They will be able to enter the employment pool directly as an entry level scientist; or, they may choose to enroll in graduate or professional school.
The Department of Chemistry and Biochemistry does not issue grade waivers in any of its majors or minors. Additionally, Biochemistry majors may not double major in Chemistry or minor in Chemistry.

Biochemistry Major (53 semester hours): CHM 111, 112, 201, 202, 305, 307, 311, 316, 316L, 416L, 422 (Senior Capstone Experience), 3 additional credit hours (300 or higher) in CHM or BIO 318, 325 or 329; and, BIO 123, 123L, 223, 224, CHM 103/L, 105, 108 and 205 may not be used toward major hours.

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

BIOLOGY (BIO)

Professors Berger, Faber (chair); Associate Professor Spencer; Assistant Professor Pruneski.

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 (Biological, Environmental Science) and three minors (Biological, Environmental Studies, Geology).

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

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

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

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

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

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

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

Associated Resources

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

Natural Areas

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

Belize

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

Internships

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

BUSINESS ADMINISTRATION (BAE, MKT, MGT, FIN)

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

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

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

The School of Business does not allow grade waivers in the pre-professional and professional core courses.

Required Core Courses

Pre-professional Core

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

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

Professional Core

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

Concentrations

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

Concentration in Finance

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

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

**Chemistry Major**

(40 semester hours): CHM 111, 112, 201, 202, 305, 307, 311, 415, 415L, 422 (Senior Capstone Experience), and 6 additional CHM credit hours at the 300 or 400 level. CHM 103/L, 105, 108 and 205 may not be used toward major hours.

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

**Chemistry Minor:** 20 semester hours to include CHM 111, 112, 201, plus 8 hours from any additional chemistry courses excluding CHM 103/103L, 105 and 108.

**Chinese (CHI)**

Professor Lepeley, Languages chair.

The Department of Languages does not offer a major or minor in Chinese. However, courses are integrated into the General Education curriculum and visiting professors from China brings a true sense of Chinese culture into the classroom. 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.

**COMUNICATION (COM)**

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

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

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

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

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

**Computer Science (CPS)**

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

The 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.
CRIMINOLOGY (CRM)
Assistant Professor Martini. (Associate Professor of Psychology Stark, chair).
The Department of Psychology and Criminology offers a major in Criminology, which considers the theoretical and practical aspects of criminogenic factors in American society. The program focuses on the application of psychological and sociological theories to understand criminal behavior, with emphasis on conducting and critiquing social science research as it applies to policies impacting the criminal justice system. Coursework includes eight core courses including introductory sociology, psychology, and criminal justice, as well as research methods and data science. Additionally, students must pick two courses focusing on practice within the criminal justice system and three courses highlighting theoretical perspectives common in the study of criminology.
Major: Minimum of 36 semester hours including the following requirements: SOC 100; PSY 101; CRM 151, 491; CRM 210 or PSY 201 and 202 for double majors in CRM and PSY; SOC 310; two of: CRM 220, 221, 362, 380, POL 235, 236; and three of: CRM 333, 357, PSY 209, 310, SOC 445, 373, 380. The major also requires a junior experience designed to emphasize a more hands-on study of issues related to criminology, providing students with a high impact experience that will translate into graduate opportunities for employment or further study. Completing at least three credits in one of the following courses will satisfy junior experience: CRM 370, 371, 372. Coursework in biology, chemistry, and computer science are strongly recommended. In addition, we expect each student to work closely with his/her mentor to choose courses in the areas of language, science, mathematics, business, and communications that further his/her professional development.
ECONOMICS (ECO)
Professor Ahmed (dean); Associate Professors Cook, Kraft; Assistant Professors Kohne, Monaco, Woods; and Instructor A.B. Roerdink.
The School of Business offers a major in Economics which is excellent preparation for entry into the fields of business and governmental economics as well as a solid foundation for the study of law. Students who anticipate graduate work in Economics are strongly advised to obtain a second major in Mathematics, or at least to complete MTH 222, 223 and 312. The School of Business does not allow grade waivers in the pre-professional and professional core courses.
Required Core Courses
Pre-professional Core
Major (9 semester hours): ACC 201, ECO 251, 252
Allied (24 semester hours): CPS 150 or CPS 150, CPS 201, WRI 101, COM 100, PHI 140 or 216, MTH 115, 121, 210 (Note: Students who have achieved academic credit for MTH 210 without having completed MTH 115, are exempt from the MTH 115 requirement). MTH 312 may be substituted for MTH 210. MTH 222 may be substituted for MTH 121.
Professional Core
Major (18 semester hours): ECO 361, 362, 451 (Senior Capstone Experience) plus three additional courses to be selected from: ECO 352; FIN 301, 350, and 430.
Minor in Economics (18 semester hours): ACC 201; ECO 251, 252, 352, 361, and 362, Allied Courses: 3 hours: One MTH course at the 200 level or above.
EDUCATION (EDU, EIS)
Associate Professors Haley, Williams; Assistant Professors Castleman, Green, Jones (chair), and Pistorova.
The 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. Licensure candidates must apply for the appropriate Ohio Department of Education License within one calendar year of earning the Education degree.
Ohio teaching licenses are awarded to Education Majors in the following areas:
1. Early Childhood Education—Pre-K through Grade 3
2. Middle Childhood Education—Grades 4 through 9
3. Adolescent to Young Adult—Grades 7 through 12
4. Multi-Age—Health/Physical Education, Music—Pre-K through Grade 12
V. Intervention Specialist—(Special Education) Ages 3–21
Candidates may receive a four-year Resident Educator license in one of the first four areas listed above as well as (1) add Intervention Specialist to any of the above, (this is not a stand-alone program at Heidelberg) or (2) seek a combination of two of the first four licenses. Note that this will require additional coursework and will take additional time. Also, some students will have a double major, e.g., Math and AYA. Candidates seeking licensure in two areas, must student teach in each area for at least six weeks.
Entering freshmen are classified as Conditional Education Majors (EDC) and take EDU 110 or MUS 110 (Music Education majors only), 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 267. Upon successful completion of these courses (C– or higher), conditional education majors may enroll in EDU 220 and the accompanying seminar. (A 2.75 GPA also is required). Students enrolled in EDU 220 should register to take the state mandated pedagogy assessment prior to the end of the course. During EDU 220, students should apply for admission to the Education Licensure Program.
Admission to the Teacher Licensure Program is by application only and is subject to certain requirements. Prior to admission, those who plan to pursue a program in Education must have developed entrance level competency in general knowledge and professional studies as evidenced by the following requirements:
1. A cumulative grade point average of 3.00 or better
2. Demonstration of General Education Proficiency in the following ways:
   • A minimum composite score of 21 on the Enhanced American College Test (ACT) or a minimum score of 1000 on the Scholastic Aptitude Test (SAT).
   • Scores on the Core Academic Skills for Educators of a) mathematics, 150, b) reading, 156, c) writing, 162.
3. Registration for the state mandated pedagogy assessment appropriate for the student’s licensure area.
   Once accepted into the licensure program, Conditional Education Majors will be classified as Education Licensure Candidates (EDL). Conditional Education majors must be classified as EDL to enroll in 300-level professional education classes until they are classified as EDL. They also must maintain a 3.00 cumulative GPA in order to enroll in any professional education courses at the 300–level or above. (The 3.00 GPA may be waived for candidates who have earned a passing score on all state-mandated tests required for the licensure area.) Education Licensure Candidates (EDL) must earn state passing scores on all state mandated tests required for their licensure area before they will be permitted to register for student teaching (EDU 426, 427, 428, 429, 430).
The state of Ohio requires that all Early, Middle Childhood Majors and those adding Intervention Specialist to complete a reading core of 12 credit hours. These hours are built into the candidate’s program so that “reading teacher” will automatically appear as a teaching area on their license. Passing a course on a state approved test of principles of scientifically researched-based reading instruction is also required. The required courses include EDU 230, 344 or 350, 414 and EIS 285.
Programs of Study

I. Education Major: Early Childhood Licensure Track—41 hrs.: EDU 225, 321, 322, 323, 344, 345, 346; EIS 285, 320, 380 (379 when ERL and ISP); HHP 250; MTH 117, 118; NDI 255. The goal of this track is to prepare Pre-K through Grade 3 teachers.

Early Childhood Generalist Endorsement

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

II. Education Major: Middle Childhood Licensure Track—20 hrs.: EDU 207, 218, 220, 350, 375, 400, 414; EIS 285, 380 (379 when ERL and ISP). The goal of this track is to prepare teachers for grades 4 through 9. Students in this track must complete two of the following Areas of Concentration:

Language Arts


LIT 102  EDU 373  MATH 117  EDU 380  EDU 390

MED 369A  ECO 102  MTH 118  ENS 101

WRI 210  HIS 105  CPS 100 or 150  PHY 100

OR MED 205  HIS 106  MTH 115*  PHY 172

LIT 231 OR 232  HIS 107  MTH 121  CHM 103

NDI 382  POL 227  MTH 210  GEO 101 and 101L

EDU 218  HIS 120  MTH 118  ENS 101

MED 156  NDI 121  MTH 222  or 3 additional hours: either ENS, CHM, or PHY

EDU 360

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

Middle Childhood Generalist

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

The following program has been approved for Heidelberg:

To add English, take: WRI 101 and LIT 102.

To add Math, take: MTH 117 and MTH 118.

To add Social Studies, take: HIS 107 and POL 227.

To add Science, take: BIO 110 and GEO 101.

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

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

III. Education Major: Adolescent to Young Adult Track—12 hrs.: EDU 208, 228, 350, 400, 428; EIS 380 (379 when ERL and ISP) and, one of the following: EDU 366, 376, 386, 396. NOTE: The AYA Track may allow for a content major to be chosen from Math, English, History or Biology. EDU 230, 414 and EIS 285 are required for any AYA major adding Intervention Specialist License. The goal of the AYA track is to prepare teachers for grades 7 through 12.

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

Required: MTH 222, 233, 302, 303, 305, 307, 308, 310, and 421.

Allied Courses: PHY 101, CPS 150, 201

B. Integrated Language Arts License (ALA): 50 semester hours

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

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

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

Required: HIS 105, 106, 107, 108, 384, and 385; one of HIS 311, 321, or 322; one of HIS 332, 333, or 335; one of HIS 325 or 357; one of HIS 386 or PSY 309; ECO 251, 252; REL 204; ANT 200; POL 221; POL 227 or 253; NDI 310

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

Required: BIO 123, 123L, 124, 223, 224, 231, 311, 312, 363; Choose courses to total 6 additional hours: Select at least one from: 318, 325, or 343, and if not two from previous section, one additional course from: BIO 390/91, 425/26; ENG 101

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

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

Teaching areas: Biol/Chem/Earth Sci/Physics

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

F. Integrated Science Option II:

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

1. Teaching Areas: Biology/Chemistry (ABC) 60 semester hours

CHM 201, 202, 305 and 307

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

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

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

PHY 216, 217, 228, and 391. Choose two additional 300-level physics courses.

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

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

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

ENGLISH (ENG, LIT, WRI)

Professors Kimmel (chair), Reyer; Associate Professor Issacson.

Courses offered in the Department of 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
The programs of the Department of Biological and Environmental Sciences are designed to meet the growing demand for environmental scientists and managers. Students will gain (1) an understanding of environmental issues, (2) skills in a variety of research and monitoring techniques, (3) experience in research and data interpretation, and (4) communication skills in the sciences.

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

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

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

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

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

Associated Resources

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

Natural Areas

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

Belize

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

Internships

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

ENGLISH LANGUAGE INSTITUTE (ELI)

Director and Instructor Arnold

The Heidelberg English Language Institute (ELI) 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, HEI offers peer partners and Culture Exchange in which the students come together in a non-threatening environment for loosely structured conversation and dialogue with Americans. Non-native English speakers participate in small group conversation with American partners. Conversation topics focus on the cultural aspects of American life and society.

ENVIROMENTAL SCIENCE (ENS)

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

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

The Environmental Science major is interdisciplinary, and is designed to prepare students to complete masters' degrees in other subjects — education, counseling and business, to name only a few. A second major or a minor in English complements work in other fields. Employers in the scientific, industrial, and business professions want employees who can think analytically and creatively and who can communicate their ideas effectively, typical strengths of an English major or minor.

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

Concentration in Literature

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


C. Recommended elective courses: Any language course; any HIS course; MED 156, 322, 323, 324, 352, MUS 107; NDI 301, 302; PHI 206, 309, 310; REL 109, 201, 202, 204, 302, 308; THR 150, 321, 322; WGS 100, 300, 400; WRI 201, 210, 213, 254, 255, 260, 310, 311, 312, 314.

Concentration in Writing

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

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

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


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

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

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


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

A. Both LIT 102 and 291.

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

Students majoring in English Literature are not eligible to minor in Literature and students majoring in English Writing are not eligible to minor in Writing.
FRENCH (FRN)
Professor Lepeley, Languages chair.

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

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

Credit by Examination: Students who have completed three or more years of French in high school may apply for credit by examination for courses beyond FRN 101-1. Students must make arrangements with the French faculty, complete the appropriate form in the Registrar’s Office and pay the prescribed fee at the Business Office. The results of the test should be submitted to the Registrar’s Office within the first four weeks of the semester in which the student is taking the next higher level French course. Therefore, the application procedure should be completed as early as possible.

GEOLOGY – EARTH SCIENCE (GEO)
Professor Berger. (Professor of Biology Faber, chair).
The Department of Biological and Environmental Sciences offers a Geology Minor with coursework serving as an introduction to general earth science and advanced topics with an emphasis on surface and environmental systems. Students majoring in Environmental Science may choose courses in Geology (see Environmental Science major). A minor in geology provides students with a background in geology and field experiences with an emphasis on surface systems.

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

GERMAN (GER)
Professor Berg; Instructor Maiberger; Heidelberg staff abroad: Heckmann and Doerr. (Professor of Spanish Lepeley, chair).
The Department of Languages offers a major and minor in German. Many Americans have cultural ties to the German-speaking peoples of Central Europe, and recent history calls for a deeper understanding of the unique cultural and political significance of these countries. Significant commercial ties and cooperation in research, especially with the Federal Republic of Germany, but also with Switzerland and Austria, underscore the usefulness of German as a vocational asset. Students majoring in German reap these rewards; and they gain access to the wealth of German civilization.

The University’s chapter of Delta Phi Alpha, the national German honorary society, is open to outstanding students who are invited to membership. Sponsored by Heidelberg University, the American Junior Year/Semester at Heidelberg University provides an opportunity for students to study at one of Europe’s most illustrious centers of learning. A six-week summer session in May and June offers students the opportunity to earn 6-8 semester hours of credit on the intermediate and advanced levels. See the website for more information: www.heidelberg.edu/ajy.

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

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

Placement Test: GER 101-102 or equivalent.

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

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

GREEK (GRK)
Professor of Spanish Lepeley, Languages chair.
The Department of Languages does not offer a standalone major or minor in Greek; however, courses are available for the study of ancient Greek language and literature to enrich a liberal education by helping students understand the structure of the Indo-European family of languages and appreciate the contributions of classical culture to the modern world. Greek courses are offered when student demand is sufficient.

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

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

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

HEALTH SCIENCE (HSC)
Assistant Professor Musgrave (chair); Instructors Depinet, Matejka and Suffel.
The Health Science major, located within the Department of Athletic Training, prepares students for a variety of studies within the health sciences. Students will be prepared to work in schools, businesses, health care settings, and the community in a variety of healthcare related positions. A major 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.

The Health Science major does not issue grade waivers in the major or minor. Health Science majors may not double major in Athletic Training.

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

Major: 22 semester hours of HSC, 5 semester hours of ATR, 5 hours of HHP, and 6 hours of PSY. Required Courses: HSC 110, 150, 260, 290, 370, 390, 425, 477, 485, 487, 490 (Senior Capstone Experience); ATR 171, 213; HHP 240, 306; PSY 101 and one additional PSY course from the following list 206, 207, or 209.

Allied Courses: MTH 115, 210 (Students with transfer credit for MTH 210 will be exempt from
HISTORY (HIS)

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

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

**Major** (33 semester hours): 105, 106, 107, 108, 223 and HIS 405 (Senior Capstone Experience), and 15 additional semester hours at the 300 level, with at least one course from each of the categories:
- **A. European:** HIS 311, 321, 322, 325, 357, 359.
- **B. World:** HIS 331, 332, 333, 335, 352.
- **C. American:** HIS 320, 374, 375, 384, 385, 386.

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

**Minor** (18 semester hours): HIS 105 or 106; HIS 107 or 108; 223. Plus 9 hours of 300 level HIS courses, one from each of the categories:
- **A. European:** HIS 311, 321, 322, 325, 357, 359.
- **B. World:** HIS 331, 332, 333, 335, 352.
- **C. American:** HIS 320, 374, 375, 384, 385, 386.

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

Associate Dean of Honors: Isaacson.

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

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

Withdrawal from the Honors Program

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

INTEGRATED MEDIA (MED)

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

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

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

**Major** (51 semester hours): 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 to use from: ATR 389, ANT 200, EDU 200, HHP 115, 116; PHI 216, 217, PSY 206, 207, 209, or 212.

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

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

**INTEGRATED MEDIA (MED)**

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

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

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

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

**Minor** (20 semester hours): COM 350; MED 171, 205; MED 156 or one from MED 161, 162, 163, 164; COM 209 or MED 307; MED 304 or MED 357; one from MED 312, 313, 314, 315.
INTERNATIONAL STUDIES (ITS)
Interdisciplinary major taught by faculty from several departments. International Studies is housed within the History and Political Science Department.
Professors Ahmed, Lepeley; Associate Professors M. O’Reilly (chair), DeMayo and A. Roerdink.
The International Studies Major is intended both for students who:
(1) want to study patterns of relationships between nations, international organizations and the political, social and economic environment in which these occur; or
(2) desire to study the diverse historical, social and cultural experiences of contemporary human societies.
Therefore, students who declare an International Studies Major are required to select EITHER Track One (International Relations) OR Track Two (Crosscultural Studies).

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

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

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

Minor: International Studies
1. All students must successfully complete a language other than their native tongue. This requirement can be met by taking a 200-level course in the second language, or by demonstrating language proficiency through a method determined by, and acceptable to, the ITS Committee.
2. The minor requires a short-term, academic experience outside of the United States (of one week or longer), approved in advance by the ITS Committee. Current University programs that would fulfill this include the US/Mexico Border trip, Belize, and summer study in Spain or Mexico.

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

Latin American Studies Minor (15 semester hours): two courses selected from HIS 251, 252, 361; POL 250 or POL 221; SPA 100 - level course; NDI 140, or 345.

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

LEGAL STUDIES
Associate Professor DeMayo (chair).
Legal Studies is offered as a minor within the Department of History and Political Science. The goal of the Legal Studies minor is to enhance knowledge of the legal system for those students interested in legal issues, considering law school and/or careers in the legal professions, or interested in the many interfaces between society and the law.

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

MATHEMATICS (MTH)
Professors Grasman, Huang, Lemley, Velasquez (chair); Emeritus Professor Casler.
The Department of Mathematics and Physics seeks to contribute to the educational mission of Heidelberg University by providing: 1. instruction in mathematics as a major/minor area of study; 2. service courses for other departments in which mathematics is considered a vital tool; 3. the necessary mathematics preparation for prospective elementary and secondary school teachers.

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

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

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

MUSIC (MUS)
Professor D. McConnell, composition/theory Director of Music Programs and Technology; Associate Professors Ramsdell, music education, Director of Choral Activities; Specht, single reeds, orchestra; Dudleker, Director, School of Music and Theatre, voice and music history; Associate Professors Denenberg, piano; Waters, Director of Bands; Instructors J. McConnell, organ, piano, music theory; and Shonkwiler, low brass.
The Heidelberg University School of Music and Theater (SMT) serves the student, the Heidelberg campus and the surrounding communities through the offering of courses, degree programs, performing opportunities and cultural activities. Aware of the importance of music and theater as academic disciplines, the School of Music and Theater provides a broad artistic
background, upholding Heidelberg’s liberal arts tradition. The SMT empowers students to pursue music and theater as an avocation, prepares students for study at the graduate level, and produces professional artists and teachers.

**Goals: Undergraduate Music Unit, Heidelberg University School of Music and Theater**

The School of Music encourages excellence in musical performance, teaching and scholarship through the following goals:

1. To provide quality instruction for the development of essential musical skills in performance and musicianship
2. To develop skills in critical thinking, enabling students to understand and evaluate music from diverse traditions in a broad cultural context
3. To develop an understanding of style and aesthetics
4. To provide a rich cultural center for the Heidelberg community and the community-at-large, through the presentation of solo, chamber and ensemble programs, and through the involvement of the community in Heidelberg music performances.
5. To act as an educational resource and advocacy center for music in the community

**Objectives: Undergraduate Music Unit, Heidelberg University School of Music and Theater**

**Performance:** The ability to perform in public, alone or with others, a varied repertoire of music.

**Musical Skills:** The ability to use the essential skills of an effective musician: sight-reading, keyboard, music notation/analysis, analytic technique. Students in professional music degree programs will also develop skills in conducting.

**Creativity:** The ability to create music through composition, arranging or improvisation.

**Context:** The ability to perceive music in the context of history and culture.

**Criticism:** The ability to assess music, in both aural and written forms using critical thinking skills.

**Technology:** The ability to involve music technology in their work as performers, teachers and scholars.

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

**Bachelor of Music**

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

**Bachelor of Arts**

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

**School of Music Policies**

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

- Examinations in performance are administered at the end of each semester.
- In order to guide and assist students in preparation, permission of the instructor is required for performances outside the School of Music.
- All students majoring in music, either on the B.MUS or the B.A./B.S. degree, must attend faculty and student recitals and other University music programs in accordance with a statement published at the beginning of each semester.

**Major/Minor Grade Requirements**

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

**Applied Music and Composition**

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

**Major Ensemble Requirement**

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

- **Voice majors:** are required to audition for Concert Choir. Based upon the results of the audition, students will be assigned to Concert Choir or University – Community Chorus.
- **Strings:** are assigned to the University Orchestra.
- **Instrumental/Woodwind, brass and percussion majors:** are assigned to Symphonic Band.
- **Piano or Organ majors:** students may select either instrumental or choral ensembles based on their backgrounds or professional interests. Students with advanced skills may, with permission of the applied instructor and approval of the Director substitute up to 3 semesters of piano chamber music experience (major ensemble, Section F) for major ensemble credit.

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

**Major Ensemble Requirement for Music Education Concentrations**

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

- **Music Education – Vocal:** will register for 2 semesters of instrumental ensemble.
- **Music Education – Piano or Organ:** will take the opposite ensemble from the one selected in the Major Ensemble.
- **Music Education – Strings:** are assigned to the appropriate instrumental ensemble.
- **Music Education – Instrumental/Woodwind, brass and percussion:** will register for 2 semesters of a choral ensemble.

**Small Ensemble Requirement for Music Education Concentrations**

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

- **Instrumental/Woodwind, brass, percussion:** MUS 150 – 450: Jazz Ensemble, Other Ensembles (please check with appropriate members of the instrumental faculty for available small ensembles) MUS 397–98; 497–98: Chamber Music performance project (subject to approval by the School of Music and Theatre)
- **Strings:** MUS 150 – 450: Other Ensembles (please check with appropriate members of the instrumental faculty for available small ensembles) MUS 397–98; 497–98: Chamber Music performance projects. (subject to approval by the School of Music and Theatre)
- **Voice:** MUS 150 – 450: Chamber Singers, The Singing Collegians; MUS 141–441: Opera Studio, MUS 397–98, 497–98: Chamber Music performance project (subject to approval by
Programs of Study

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Small Ensemble Requirement for Woodwind, Brass and Percussion Concentrations

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

Academic Progress within the Music Education Concentration

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

Performance Class Requirement

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

Recital Requirement

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

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

Entrance Exams

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

Examination/Exemption Options

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

Piano Proficiency Requirements

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

- Bachelor of Music: Performance, Music Industry, Theory/Composition; Bachelor of Arts with a Music Major: Complete the requirements of MUS 091, Piano Proficiency I.
- Bachelor of Music: Music Education; Performance: Piano or Organ: Complete the requirements of MUS 092 Piano Proficiency II. Students who have not passed the proficiency at either level will be offered one semester of remedial piano class instruction.

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

Change in Concentration

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

Applied Area of Instruction and Ensembles Details

Applied Music and Composition

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

Major Performance Area Instruction

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

Non-Major Performance Area Instruction

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

Sections:

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

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

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

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

Major Ensembles

- 100 - 1 credit hour
- 200 - 1 credit hour
- 300 - 1 credit hour
- 400 - 1 credit hour

Sections

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

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

C. Orchestra. The University Symphony Orchestra performs regularly throughout the year.
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Students are permitted to use one general education course requirement or the Honors Program Requirements located within the General Education Academic Policies and Resources section of this catalog.

General Education Estimated Hours

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

Bachelor of Music

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

Core Course Listing (Held to major course grade policy): Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400, 107, 125–6, 225–6, 325–6, 425–6, 185–6, 246, 247, 121–2, 123–4, 221–2, 223–4.

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

Performance: (37 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (d); Small Ensemble (2 semesters of enrollment) MUS 150, 250 (a, b, c, or d), or THR 220; Major Performance Area (22 hours) MUS 125, 126, 226, 325, 326, 425, 426 (a, c, e, f, g, h, i, j, l, n, o, p, q); MUS 091, 185, 186, 369, 397, 398, 051, 052, 053, 054, 055, 056, 057, 058, 499 [Senior Capstone].

Supporting Coursework: (55 hours) MUS 107, 115, 121, 122, 123, 124, 213, 216, 221, 222, 223, 224, 246, 247, 309, 313, 335; Elective pick list (20 hours with 8 hours at the 300/400 levels) MUS 110, 151, 152, 153, 154, 209, 211, 285, 286, 307, 308, 310, 312, 318, 336, 337, 370.

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

Music Major: Performance Concentration: Piano or Organ

Performance: (37 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400; Small Ensemble (2 semesters of enrollment) MUS 150, 250 (a, b, c, or d), or THR 220; Major Performance Area (22 hours) MUS 125, 126, 226, 325, 326, 425, 426, 091, 369, 051, 052, 053, 054, 055, 056, 057, 058, 499 [Senior capstone].

Supporting Coursework: (55 hours) MUS 107, 115, 121, 122, 123, 124, 213, 216, 221, 222, 223, 224, 246, 247, 309, 313, 335; Elective pick list (20 hours with 8 hours at the 300/400 levels) MUS 110, 151, 152, 153, 154, 209, 211, 285, 286, 307, 308, 310, 312, 318, 336, 337, 370.

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

Music Major: Performance Concentration: Strings

Performance: (37 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (c); Small Ensemble (2 semesters of enrollment) MUS 150, 250 (a, b, c, or d), or THR 220; Major Performance Area (22 hours) MUS 125, 126, 226, 325, 326, 425, 426, 091, 369, 051, 052, 053, 054, 055, 056, 057, 058, 499 [Senior capstone].

Supporting Coursework: (55 hours) MUS 107, 115, 121, 122, 123, 124, 213, 216, 221, 222, 223, 224, 246, 247, 309, 313, 335; Elective pick list (20 hours with 8 hours at the 300/400 levels) MUS 110, 151, 152, 153, 154, 209, 211, 285, 286, 307, 308, 310, 312, 318, 336, 337, 370.

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

Music Major: Performance Concentration: Vocal Performance

Performance: (43 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (a, b); Small Ensemble (2 semesters of enrollment) MUS 150, 250, 350, 450 (a, b, c, or d), or THR 220; Major Performance Area (22 hours) MUS 125, 126, 225, 226, 325, 326, 425, 426 (t); 091, 185, 186, 369, 051, 052, 053, 054, 055, 056, 057, 058, 499 [Senior Capstone]; GER 101; FRN 101; Performance Electives (8 hours from) THR 150, 207, 215, 216, 307, 320, 321, 322, 407; MUS 127, 128, 227, 228, 327, 328, 427, 428.

Supporting Coursework: (49 hours) MUS 107, 115, 118, 218, 121, 122, 123, 124, 211, 222, 223, 224, 221, 246, 247, 216, 309, 313, 415, 492; Supporting coursework electives (9 hours with 5 hours at the 300/400 levels) MUS 110, 151, 152, 153, 154, 209, 211, 285, 286, 307, 308, 310, 312, 318, 336, 337, 370.

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

Music Major: Performance Concentration: Composition/Theory

Performance: (39 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100,
Music Electives: (4 hours) Any MUS courses; except MUS 149.

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

Bachelor of Music, Performance, Composition/Theory: General Education Requirements
(estimated 33 hours)
In addition to completing requirements for the Music Performance, Composition/Theory degree, students are also required to complete the following courses that are adapted from the General Education Requirements. For complete course listings, please see the General Education Requirement section within the Academic Policies and Resources section of the University Catalog.

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

Music Major: Music Education Concentrations

Music Major Concentrations: Degree Hour Requirement 12 hours

Core Course Listing: (Held to major grade policy) MUS 107, 110, 115; 363, 373, 374; 415; EDU 200; 220; 229; 347; 400; 416; 430 (Senior capstone); EIS 271; 379, 468.

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

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

Education Courses: (39 hours) MUS 110; 115; 363; 373, 374; 375; EDU 200; 220; 229; 347; 400; 416; 430 (Senior capstone); EIS 271; 379, 468.

General Education Requirements: See below listing under Music Education.

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

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

Education Courses: (39 hours) MUS 110; 115; 363; 373, 374; 375; EDU 200; 220; 229; 347; 400; 416; 430 (Senior capstone); EIS 271; 379, 468.

General Education Requirements: See below listing under Music Education.

Music Major: Education Concentration: Strings
Performance: (37 Hours) Major Ensemble (8 hours and each term of enrollment) MUS 100, 200, 300, 400 (a, b, c, d); Choral Ensemble (2 hours) 100, 200, 300, or 400 (a, b); Major Performance Area (11 hours) 125, 126, 225, 226, 325, 326, 425, 426 (b, d, r, s); Small Ensemble (2 Occurrences) 150, 250, 350, 450 (a, b, c, d); 397; 398; 497 or 498; Instrumental Methods (8 Hours) 270, 273, 274, 371, 372, 379, applied study (127-28); 163; 092; 185, 186; 285, 286; 051, 052, 053, 054, 055, 056, 057; 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 (Senior capstone); EIS 271; 379, 468.

General Education Requirements: See below listing under Music Education.

Bachelor of Music, Music Education: General Education Requirements
(estimated 23 hours)
In addition to completing requirements for the Music Education degree, students are also required to complete the following courses that are adapted from the General Education Requirements. For complete course listings, please see the General Education Requirement section within the Academic Policies and Resource section of the University Catalog.

- Writing Ability Requirement (5 courses) (MUS 213, 246, 374), and Writing 101
- Reading Ability Requirement (6 courses) (MUS 213, 216)
- Oral Communication Ability Requirement
- Breadth of Academic Experience: One Natural Science course or One Quantitative Literacy Ability course
- Breadth of Academic Experience: One Social Science
- Breadth of Academic Experience: Two Humanities courses
- Breadth of Academic Experience: One Fine Arts course (cannot be a MUS prefix)
- Personal Health and Wellness Requirement
- Global/Cultural Perspectives Requirement (MUS 213)

General Education Requirements: See below listing under Music Education.

Music Major: Music Industry
Degree Hour Requirement 126 hours

Core Course Listing: (Held to major grade policy) MUS 100, 107, 110, 112, 121, 122, 123, 124, 125, 126, 200, 221, 222, 223, 224, 225, 226, 246, 247, 248, 300, 312, 318, 325, 326, 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-l); 091; 185, 186; 6 hours chosen from MUS 118, 163, 213, 280, 273, 274, 291, 292, 312, 341, 371, 372, 379; 051, 052, 053, 054, 055, 056, 057, 058, 059; 499.

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

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

Business Courses: (36 hours) ACC 201; ECO 251; MKT 302; MTH 115; MED 205, 304, 307; COM 204, 209, 311; THR 320; 3 credits from WRI 251, 252, 253, 254, 255, 260.
Bachelor of Music, Music Industry: General Education Requirements (estimated 20 hours)
In addition to completing requirements for the Music Industry degree, students should also be required to complete the following courses that are adapted from the General Education Requirements. For complete course listings, please see the General Education Requirement section within the Academic Policies and Resource section of the University Catalog.

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

Bachelor of Arts

Music Major (Degree Hour Requirement 126)
The music major offers two areas of emphasis: traditional music and popular music. The Music major is not a professional degree in music. It is expected that most students will choose a second major while developing their skills and knowledge to lead an active musical life. The Emphasis in Traditional Music allows students to continue their musical development in a liberal arts setting. The Emphasis in Popular Music incorporates studies in performance, theory, history and development of popular music, technology, and entrepreneurship. It utilizes a strong liberal arts emphasis, including extensive examination of the role of history and culture in the development of music, and the role of music in the development of culture.

Core Requirements: (27 hours) A grade waiver will not be permitted in the Music Major Core Requirements.

Performance (18 Hours): Major Ensemble (4 hours; experiences) MUS 100-200; Music Performance Area (10 hours) MUS 125, 126, 223, 225, 325, 326, 425, 426, 491, 185, 186, 499 (Senior Capstone); Performance Class (8 experiences) MUS 051, 052, 053, 054, 055, 056, 057, 058.

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

Emphasis in Traditional Music (18 hours)

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

Theoretical Music (6 hours): MUS 107, 213; (Choose one of) MUS 246, 247.

Supporting Coursework (8 hours): MUS 337 and (5 hours with 2 hours at the 300/400 level) any MUS courses, except MUS 104, 105, 149 and applied lessons (MUS 125/6-145/6).

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

Emphasis in Popular Music (18 Hours)

Performance (3 hours): MUS 369, (4 experiences) Small Ensembles MUS 150-250 a-d, or THR 220.

Theoretical Music (2 hours): (Choose one) MUS 107, 213, 246 or 247.

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

Supporting Coursework (4 hours): MUS 337 and any MUS course except MUS 104, 105, 149 and applied lessons (MUS 125/6-145/6).

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

Minor in Music: (19-20 hours):
Select two of the following: 4 hours
MUS 107: History and Literature of Classical Music
MUS 121: Music Theory I
MUS 122: Music Theory II (prerequisite: MUS 121)
MUS 123: Aural Training I
MUS 124: Aural Training II (prerequisite: MUS 123)
Select one of the following literature courses: 2-3 hours
MUS 149: Understanding and Enjoying Music
Select from the following Theory/Literature courses: 3-4 hours
MUS 121: Music Theory I
MUS 122: Music Theory II (prerequisite: MUS 121)
MUS 123: Aural Training I
MUS 124: Aural Training II (prerequisite: MUS 123)
MUS 221: Music Theory III (prerequisite: MUS 121-122)
MUS 222: Music Theory IV (prerequisite: MUS 221)
MUS 223: Aural Training III (prerequisite: MUS 123-124)
MUS 224: Aural Training IV (prerequisite: MUS 223)
MUS 246: History and Literature: Romantic and 20th Century
MUS 247: History and Literature: Medieval, Renaissance, Early Baroque
Other music electives 6 hours
(One course must be at the 300-400 level)
Non-Major Applied Study (127-28 thru 427-28) 4 hours
Major Ensemble Participation 4 experiences
Students will participate in the equivalent of four hours of ensemble activity. Ensembles (MUS 100, 200, 300, 400), opera (141, 142, 241, 242, etc.) or accompanying (291-92; 391-92). This participation requirement does not count against the total number of hours for the minor program itself.

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

PHILOSOPHY (PHI)

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

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

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

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

PHYSICS (PHY)

Professors Lemley and Velasquez (chair).

Physics, housed within the Department of Mathematics and Physics, deals with the structure and properties of matter, the transformation and propagation of energy and the relationships between matter and energy. Students enrolled in physics can learn physical principles that can be applied
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Heidelberg University

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

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

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

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

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

Required Courses include: POL 125 or 221, 344; one of the following: POL 240, 263, 293, 383; one of the following: POL 321, 376, 377, 379; and six additional POL hours.

PRE-MEDICAL CONCENTRATION

The Pre-Medical Program is administered by the Pre-Professional Health Advisor. This program is intended to mean health professions, not strictly pre-doctor. Any student who does not consider 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 Pre-Medical Program is administered by the Pre-Professional Health Advisor. This program is intended to mean health professions, not strictly pre-doctor. Any student who does not consider 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 of History and Political Science offers a minor in Political Science. Majors must take POL 125, 344 and 409 (Senior Capstone Experience). Independent Studies and Internships (POL 370, POL 401 and POL 402) may not be counted toward the required 27 semester hours. Study abroad and the Washington Semester program are strongly recommended for all majors.

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The Department of History and Political Science offers a minor in Political Science. Majors must take POL 125, 344 and 409 (Senior Capstone Experience). Independent Studies and Internships (POL 370, POL 401 and POL 402) may not be counted toward the required 27 semester hours. Study abroad and the Washington Semester program are strongly recommended for all majors.

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Required Courses include: POL 125 or 221, 344; one of the following: POL 240, 263, 293, 383; one of the following: POL 321, 376, 377, 379; and six additional POL hours.

PRE-MEDICAL CONCENTRATION

The Pre-Medical Program is administered by the Pre-Professional Health Advisor. This program is intended to mean health professions, not strictly pre-doctor. Any student who does not consider 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.

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RELIGION (REL)

Professor Grangaard (chair).

The Department of Philosophy and Religion offers a major and minor in Religion. 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, Religion of Judaism, one course in dying (above 100 level), one course in literature, world history, a modern language through second–year level, classical and New Testament Greek through second–year level, a course in political ideas or international politics, General Psychology, and Abnormal Psychology.

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


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

A maximum of 6 semester hours may be taken in Independent Study (413, 414) or the Honors Course (475, 476).
SELF-DESIGNED (SDN)
Interdisciplinary major taught by faculty from several departments; Associate Professor DeMayo (chair).

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

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

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

Requirements to Apply and Maintain Major: Any highly motivated student with specific career and/or academic goals that cannot be met by enrolling in another established major at Heidelberg may apply for Self-Designed Studies. Incoming freshmen may apply by August 15. Others may apply by October 15 or March 1 of each year. Application includes an essay explaining the student’s goals and how his/her 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 may be switched to another major after a semester grace period.

SOCIOLOGY (SOC)
Assistant Professor Martini. (Professor of Psychology Stark, chair).

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

SPANISH (SPA)
Professor Lepeley (chair).

The Department of Languages offers a major and minor in Spanish. 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 major provides students a variety of opportunities to achieve proficiency in the language and acquire a deeper understanding of the Hispanic cultures and literatures.

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

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

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

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

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

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

SPORT MANAGEMENT (SPO)
Assistant Professor McDonald (chair).

The Sport Management major, located within the Department of Human Performance and Sport Studies, 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 information directors, fitness directors, marketers, and administrators have been developing in the area of sport management. Demand for trained individuals can lead to employment in professional sports organizations, colleges, universities, private clubs, city recreation departments, retail sales, government programs and YMCAs.

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

Fitness Concentration Additional Hours:
- Required: ATR 171, 215; HSC 477, 487; HHP 121, 306; BIO 235 or 363 (courses require prerequisite); 2 hrs from HHP 203, 329, or 204-210 (these are in addition to the Core Courses).
- Recommended: HHP 116, 370, 410, 454; BAE 318.

Public Relations Concentration Additional Hours:
- Required: COM 204, 209, 311; WRI 313; MED 156, 205, 304, 357.
- Recommended: BAE 318; MTH 210; MED 369 (A or B), 370.

Business Concentration Additional Hours:
- Required: ACC 202; MGT 300, 340; MKT 302; ECO 252; FIN 301.
- Recommended: BAE 318, 370.

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

Minor in Sport Management (16 hours):
- HHP 211, 302, 303, 230, 315, 316, 1 hr from HHP 204-210; BAE 101. The minor cannot be taken with the Sport Management major.

Heidelberg University
The Women’s and Gender Studies minor is offered through the Department of Psychology and Psychological Science. The minor can be supportive to those students majoring in Health Science. Students with an interest in a healthy lifestyle can develop a greater understanding of how to support this lifestyle.

### WELLNESS

Assistant Professor McDonald (chair).

The wellness minor is offered through the Department of Human Performance and Sport Studies pulling from multiple disciplines. The minor can be supportive to those students majoring in Management in the Business and Public Relations concentrations as well as those majoring in Health Science. Student with an interest in a healthy lifestyle can develop a greater understanding of how to support this lifestyle.

### WOMEN’S AND GENDER STUDIES (WGS)

Professor Gregg (chair); Associate Professor J. O’Reilly.

The Women’s and Gender Studies minor is offered through the Department of Psychology and Criminal Justice. Self-defining as a “woman” or a “man” affects nearly every aspect of an individual’s life. An interdisciplinary minor in Women’s and Gender Studies will challenge students to examine critically the ordinarily unexamined gendered aspects of their identity. Through in-class discussion and presentations and out-of-class readings and assignments, students in Women’s and Gender Studies courses will consider how gender affects their perceptions of themselves and others, as well as how gender intersects with other aspects of identity, including race/ethnicity, sexuality, and class, and how gender operates within systems of power. Such a consideration of gender and its effects will benefit students in both their personal and professional lives, as exposure to gender theories will increase awareness of and sensitivity toward societal issues such as domestic violence, health and reproductive rights, religion and spirituality, and family values and workplace issues such as discrimination, sexual harassment, affirmative action, salary discrepancies, and unfair hiring practices.

Women’s and Gender Studies Minor (15 semester hours): WGS 100, 300, 400; HIS 386; ANT 200. Allied: Select 6 semester hours from the following: CIT 307, PSY 309, NDI 112, 340, or other courses as approved by the department chair.

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**Course Descriptions**

The following course descriptions are listed in alphabetic order by subject area. Courses fulfilling General Education Requirements are marked within each course description and online in OASIS. Following each general education area, a letter will be used to identify the courses. Abilities courses are Public Speaking and Engagement (COM 100); Quantitative Literacy (Q), Reading (R), and Writing (W) (WRI 101); Breadth of Academic Experience courses are Fine Arts (F), Humanities (H), Natural Sciences (N) with Lab (L), and Social Science (S); Global/Cultural courses are designated with a (G); Personal Health and Wellness courses are designated with a (P); and, the Responsibility Requirement courses are designated with the (HEI prefix).

A comma between course numbers (e.g., 101, 102) indicates a two–semester sequence in which the first semester is not a prerequisite to the second semester. A dash between course numbers (e.g., 101–102) indicates a two–semester sequence in which the first semester is a prerequisite to the second semester, but may be taken for credit without the second.

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

An effort has been made to indicate, for your planning, when courses are offered. For uniformity, the notations are based upon the academic year dates. For example, “Fall, even–odd years” means “Fall of 2018–19,” “Fall of 2020–21,” etc.; “Spring, odd–even years” means “Spring of 2017–18,” “Spring of 2019–20,” etc. If fewer than eight students elect a course, or if unforeseen difficulties arise, the University reserves the right to withdraw it from the schedule without further notice. Demand for certain courses or staff conditions may also necessitate a change in the usual sequence. Some courses are offered in alternate years only.

#### ACC-Accounting

**201. Financial Accounting** (3 sem. hrs.) Introduction to the standards, concepts and generally accepted accounting principles for external financial reports. Emphasis on accounting reports as a means for providing financial information. Prerequisites: Successful completion of one college level mathematics course and Sophomore standing. Students with ACC 153, 253 will not receive additional credit for this course. (Fall, 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, Spring)

**305, 306. Independent Study in Accounting** (1–3 sem. hrs.). Open to accounting majors. With instructor approval, the student may do independent reading and research or pursue a topic of special interest. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; WRI 101 with a C- or better. Junior standing.

**334. Federal Income Tax** (Q,H) (3 sem. hrs.). Fundamentals of federal, state and local tax systems. Emphasis on the applications of the federal income tax regulations and administration. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; WRI 101 with a C- or better. Junior standing. (Fall)

**335. Advanced Managerial Accounting** (3 sem. hrs.). Explores in greater depth the preparation, analysis and use of cost data for the purpose of planning and control of operations of an enterprise. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; WRI 101 with a C- or better. Junior standing. (Fall)

**361. Governmental and Non-Profit Accounting** (3 sem. hrs.). A study of the accounting methods used by government and the non-profit sector of the economy. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; WRI 101 with a C- or better. Junior standing.

**362. 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 and principles. Prerequisites: ACC 201, 202; ECO 251 and 252; MTH 115, MTH 210 or 312, MTH 121 or 222; COM 100; WRI 101 with a C- or better. Junior standing. (Fall)
251. Archaeological Field Experience (3 sem. hrs.). Two weeks intensive supervised experience in archaeological fieldwork. Prerequisites: permission of instructor and junior standing. (Spring)

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. The course will examine the position 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 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 history, and Native American people have a tendency to consider their culture being is expressed in contemporary movies and music, but not in the ways most Americans expect. This cultural anthropology course provides an overview of Native North American cultures from the time of contact with Europeans to the present day, using both anthropological and Native sources. Special attention is given to contemporary Native American issues and artistic forms of expression. Prerequisite: ANT 200; WRI 101; COM 100, (Spring, even-odd years)

310. Historic and Military Archaeology (S)(G) (3 sem. hrs.). All archaeology shares the premise that the material culture of humankind is systematically related to its social, cultural, and physical environment. This course will show how archaeological research and interpretation is used to explore the ways in which the past has influenced the present and how the present is being used to shape our understanding of the past. Prerequisite: ANT 100 or 200 or 230. (Fall)

325. Forensic Anthropology (Q)(N) (3 sem. hrs.). Forensic anthropology is the application of physical anthropological knowledge to medical or legal problems. The course introduces students to the fundamentals 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)

326. Native North Americans (R)(W) (3 sem. hrs.). Native American culture is often misrepresented within American history, and Native American people have a tendency to consider their culture being is expressed in contemporary movies and music, but not in the ways most Americans expect. This cultural anthropology course provides an overview of Native North American cultures from the time of contact with Europeans to the present day, using both anthropological and Native sources. Special attention is given to contemporary Native American issues and artistic forms of expression. Prerequisite: ANT 200; WRI 101; COM 100, (Spring, even-odd years)

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 “dynamic institutions” to “user-friendly institutions” to “teaching agents” to “researching agents.” The course will examine how to use the tools of technology, historical methods, marketing strategies, educational theory, and public relations to develop programs that contribute to the new museum’s approach. (Spring, even-odd years)

350. Historical Archaeology (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 in cultures of the past and present. The studies that will be used to examine the roles in contemporary cultures. Prerequisite: ANT 200, ANT 205, and ANT 210.

359. Internships in Anthropology (2-15 sem. hrs.). Opportunities for experimental 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 anthropological thought. The course takes the form of a seminar designed to present and discuss various perspectives in anthropology as a foundation for understanding the field and the place of theories and the 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. Corequisite: ANT 490.
Prerequisite: Senior status; COM 100; WRI 101; Anthropology major or minor, approved capstone experience or consent of instructor.

401. 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.

401b. 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 a broad introduction on methodological and theoretical development of 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 analysis. The formation processes of the archaeological record will be explored along with the development of mid-range theoretical studies. Prerequisite: Junior or higher status, Public History minor. (Fall)

425. Forensic Material Processing (3 sem. hrs.). This course considers the forensic application of archaeological and anthropological 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 how they are used for the collection, preservation, and recovery of forensic evidence. The laboratory setting will be utilized for investigating physical evidence characteristics. (Prerequisites: ANT 205, 210, or 255)

490. Capstone Experience in Anthropology (1 sem. hr.). The Capstone Experience in Anthropology is a two semester program beginning when students enroll in either ANT/SOC 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. Corequisite: ANT 490. Prerequisite: Completion of ANT/SOC 437 or ANT 410 with an approved project proposal.

ART-Art

102. An Introduction into Two-Dimensional Art and Graphics (F) (2 sem. hrs.). Studio art course that includes the visual techniques of two-dimensional design that will include an exploration of a variety of media. Organizational problems of composition and space, and identification of relationships between form and content will be emphasized. There is an additional fee with this course.

103. An Introduction into Three-Dimensional Art (F) (2 sem. hrs.). Studio art course that includes the visual techniques of three-dimensional design that will include an exploration of a variety of media. Organizational problems of composition and space, and identification of relationships between form and content will be emphasized.

118. Art and the Visual Experience (R) (F) (3 sem. hrs.). This course examines the processes by which we create, interpret, and respond to the visual arts (painting, sculpture, architecture, photography, etc.) This includes an analysis of fine art techniques, theories, media and language, in the context of historical, cultural and social events. (Fall, even-odd years)

131. Graphic Design (F) or (P) (3 sem. hrs.). This course is especially for students who want to enhance their communication skills through artistic expression. Photographic composition, and analysis of color as it pertains to advertising and commercial design, will be examined. Students will need to supply a digital camera for this course. There is an additional fee with this course. (Fall)

312. Studio Art (F) or (P) (1 to 3 sem. hrs.). Studio art course designed to give students the opportunity to broaden technical skills in the medium of media of their choice. Historical or personal styles (perceptual skills, visual language, motif, subject matter, etc.) may be further developed to achieve desired levels of self-expression, invention, and communication. Prerequisite: ART 102 or 103, or permission of instructor. (Spring)

ATR- Athletic Training

171. Athletic Care of Injury & Illness (3 sem. hrs.). This course is designed to teach the student the basic knowledge and skills utilized in athletic training. This includes the prevention and recognition of athletic injuries and conditions. Prerequisites: ATR, HHP, HSC, SPO majors/minors only, others by permission. Recommendations: basic understanding of human anatomy obtained through high school anatomy/biology coursework or one semester course in other fundamentals. (Spring)

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 of personal safety in the clinical setting. This course will prepare the student to manage acute injuries and illnesses common to the physically active population including incorporating hands on training in the implementation of emergency care techniques. Prerequisites: Athletic Training candidates and majors only. (Spring)

213. Anatomy for Orthopedic Assessment (N) (2 sem. hrs.). This course is designed to provide an introduction to the anatomy relevant to conducting an orthopedic assessment of a musculoskeletal injury. This course includes both lecture and practical laboratory applications. Prerequisites: ATR 171; one college-level biology course. (Fall)

221. Taping & Bracing (3) (Lab) (1 sem. hr.). This laboratory course will teach student psychomotor skills involved with taping, bracing, splinting and other manual skills associated with the management of athletic injuries. Prerequisites: ATR 171, ATR 180 and entry into the athletic training program. (Fall)

269. Axial & Abdominal Evaluation & Diagnosis (2 sem. hrs.). This course is designed to teach the athletic training student the knowledge and clinical skills necessary for completing a musculoskeletal assessment for injuries and condition related to the axial skeleton and abdominal regions. Prerequisites: ATR 171, 180, and Admission into the ATEP. (Fall)

270. Clinical Proficiencies I (1 sem. hr.). This course is designed to teach the sophomore athletic training student the knowledge and application of clinical skills necessary for the development of proficiency in athletic training. Prerequisites: ATR 171, 180, and Admission into the ATEP. (Fall)

271. Clinical Proficiencies II (1 sem. hr.). This course is designed to teach the sophomore athletic training student the knowledge and application of clinical skills necessary for the continual development of proficiency in athletic training. Prerequisites: Admission into the Athletic Training Program and successful completion of ATR 270. (Spring)

345. Lower Extremity Orthopedic Examination & Diagnosis (2 sem. hrs.). This course is designed to teach the athletic training student the knowledge and clinical skills necessary for completing a musculoskeletal assessment for injuries to the lower extremity. Prerequisites: ATR 213 and 269. (Fall)

370. Internship in Athletic Training (0-5 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 of an 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 345; COM 100; WRI 101. (Fall)

381. Therapeutic Interventions I (W) (4 sem. hrs.). Comprehensive examination of the theory and clinical application of therapeutic interventions including rehabilitation and modality treatments for orthopedic patients during the inflammatory and proliferative phases of healing. AT students will critically evaluate and apply current research. Prerequisite: Admission into the Athletic Training Program and successful completion of ATR 345; COM 100; WRI 101. (Fall)

382. Therapeutic Interventions II (W) (3 sem. hrs.). Comprehensive examination of the theory and clinical application of therapeutic interventions including rehabilitation and modality treatments for orthopedic patients during the remodeling phase of healing. AT students will critically evaluate and apply current research into clinical practice. Prerequisite: Admission into the Athletic Training Program and successful completion of ATR 345; COM 100; WRI 101. (Spring)

389. Principles of Strength & Conditioning (P) (2 sem. hrs.). This course is designed to expose the student to basic principles of exercise prescription and strength and conditioning. The student will learn how to design and implement appropriate exercise prescriptions and exercise techniques (i.e., strength training, aerobic training, 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)

417. Advanced Study of Injury & Illness (3 sem. hrs.). An 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 (1-5 sem. hrs.). The department offers a variety of mini-courses on special 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. (Fall, Spring)

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 471. (Spring)

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. 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. 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. 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.
Contemporary Biological Problems (N) (3 sem. hrs.). This course is designed for majors outside of Biology who require a basic background in the course. The exploration of many issues 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 evolution. It provides 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. Three lectures per week. Prerequisite: BIO 123. (Fall)

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)

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)

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, infective animals, with special emphasis on the human being. The first course is combined with the second in the study of ecology and environmental issues. Lecture and laboratory components must be taken concurrently and an additional lab fee for this course. Students with credit for BIO 114 will not also receive credit for 124. (Spring)

Biostatistics (Q) (3 sem. hrs.). This course examines the role of statistics in the design, conduct and interpretation of biological research. It begins with descriptive and inferential statistics, and proceeds through one and two-sample hypothesis testing, analysis of variance, linear regression, correlation, goodness of fit and contingency table analyses. Special attention is directed to the proper use of statistical software in data exploration and analysis. The course does not count towards the Biology major or minor. Prerequisite: MTH 115 or 121, or placement into MTH 222 or above. (Spring)

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 such common plants and insects. Three lecture classes each week. Prerequisites: BIO 123 and 124. (Fall)

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)

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 makeup. Emphasis will be placed on both biological and molecular technology. Three lectures and one 3-hour laboratory each week. Prerequisite: BIO 223. (Spring)

Human Physiology (R) (4 sem. hrs.). This course examines how the various systems of the human body function and builds upon biological principles presented in first-year biology courses. Designed as a service course for non-majors, this course may not be used towards hours in the Biology or Environmental Sciences majors. Prerequisite: One semester of college biology. (Spring)

Biology Seminar (R) (1 sem. hr.). Students will improve their written and oral communication by critiquing several recently published papers from the biological literature. Prerequisite: Biology major with Junior or Senior Standing; COM 100; WRI 101. (Fall, Spring)

Evolution (R)[W] (3 sem. hrs.). The process of evolution is defined and evidence from biology and paleontology supporting evolution is reviewed. The course presents methods and ideas on how scientists suggest can lead to evolutionary change in 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)
245, 426. Special Topics in Biology (1-3 sem. hrs.). The department offers a variety of mini-courses on special biological topics for 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.

247. 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 will 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.

BBA - Business Administration

101. Introduction to Business Administration (S) (3 sem. hrs.). A survey of practices and terminology in American Business. Specific topics covered include organization, management, marketing, accounting, finance and the regulatory environment. Credit for this course is not applicable to majors in the School of Business. (Fall, Spring)

202. Innovation and Creativity (B) (W) (S) (3 sem. hrs.). Innovation and creativity are key drivers of success for businesses and other organizations. Innovation and creativity transform how we live and work and improve productivity and individual life. This course explores how successful entrepreneurs and individuals use creativity, and find creative solutions in order to achieve sustainable competitive advantages. This course is not lecture-based. Students work individually and as part of a team to discover theories, best practices, case studies, and leaders engaged in highly creative and innovative work. This course will also explore the adoption and impact of new technologies, with special attention to new developments in electronics, in particular computing, digital content creation, mobile devices, the internet, and social media. (Spring)

257. Personal Finance (3 sem. hrs.). Study of a wide range of subjects and problems of concern to individuals and families in the management of their financial resources. Emphasis is placed on financial planning, cash management, borrowing, personal investments and insurance. Open to all students as an elective. Does not count toward any major offered by the School of Business.

290. Special Topics in Business (1-3 sem. hrs.). Study of selected topics and issues related to business not normally covered in the other offerings. This course may be repeated with a different subtitle.

305. 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 be independent study, 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 (1-3 sem. hrs.). Examination of negotiable instruments; debtor-creditor relationships with emphasis on secured transactions; bankruptcy, agency law, real property law; and wills and estates. The course is one of two courses which cover the business law content specified by the American Institute of Certified Public Accountants. Open to juniors and seniors. (Spring)

328. International Business I (1-3 sem. hrs.). Provides students with an understanding of the global business environment (Economic, Cultural, Legal, Political), including: international monetary system, international trade policies and institutions, world trade and investment processes, multinational corporate strategy, and international management/legal culture. Prerequisite: Junior or Senior standing. This course cannot be taken if credit was earned in COR 300-International Business.

355. Government and Business (3 sem. hrs.). A study of regulatory laws and the economics of regulation, with particular emphasis on current activities in the regulation of business. Open to juniors and seniors in any field.

368. Research Methods (3 sem. hrs.). This course will help students to understand and practice the business research process and its role within the organization; integrate theory and research; improve their ability to find and intelligently use information; practice using statistical quantitative tools. Students will learn multiple types of research methodologies (qualitative research, secondary research, competitive intelligence, primary quantitative data collection methods) and when each is appropriately used for insights and decision-making. Prerequisites: FIN 301 or MGT 302 or MKT 303; MTH 115, 210.

370. Internship (0 - 15 sem. hrs.). Practical experience in the learning of management 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 instructor and Junior standing. (Fall, Spring)

456. Senior Seminar in Business (1 to 3 sem. hrs.). Seminar meets to hear visiting business leaders, study and evaluate interviewee 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.

A 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 one to two years of Chinese in high school.

240. Guided Study (1-3 sem. hrs.). An opportunity for students to improve proficiency by independent study or tutorial arrangements. Prerequisites: CHI 102 or placement, and permission of faculty.

A CHM - Chemistry

103. Fundamentals of Chemistry (N) (3 sem. hrs.). A study of basic chemical principles and how chemistry relates to the element of interest, such as energy and environmental matters. This course is designated specifically for non-science majors and will not count toward the Chemistry major or minor. No previous chemistry is necessary. Optional. 2 hour lab portion of this course is CHM 103L.

103L. Laboratory Studies in Fundamentals of Chemistry (El) (1 sem. hrs.). This course is designed for non-majors as a laboratory counterpart to CHM 103. This lab course meets one day per week and has additional lab fees. Students will explore some of the concepts discussed in lecture and will gain hands-on laboratory experience. This lab course can only be taken concurrently with CHM 103. One two-hour lab per week.

105. Introduction to Forensic Chemistry (N) (4 sem. hrs.). A survey of the field of Forensic Chemistry - the application of chemistry to the law. Topics include a discussion of forensic science careers and their relationship to the legal system. Additionally crime scene collection and analysis of physical, biological, and chemical evidence will be covered. Students who have taken one of the concepts discussed in lecture will gain hands-on laboratory experience related to forensic science. Three recreation hours and one two-hour lab per week and has additional lab fees. (Spring)

108. The Science of Art (N) (1-3 sem. hrs.). This course explores the intersection of chemistry with various disciplines such as art, the environment and history. Students will study the chemical techniques used to produce, restore, and conserve art. Additionally, students will learn different methods used to analyze how environmental factors can affect art and places of historical importance. Through international travel students will explore a variety of museums and historical sites and apply their knowledge of these chemical techniques. Since space in the host country is limited, the course will focus on hands-on experiences. Each student will work with one lab partner and will be assigned a topic for research. One recitation per week followed by an end of semester travel component. There is an additional fee for this course.

111. General Chemistry I (N) (4 sem. hrs.). Study of atomic structure, stoichiometry, gases, thermodynamics, periodicity, bonding, liquids and solids. Three recitations and one 3-hour laboratory 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 per week and has additional lab fees. (Spring)

201. Organic Chemistry (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, alky and aldehydic 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)

203. Environmental Chemistry I (W) (4 sem. hrs.). Students will study the chemistry if 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 sediments samples. In addition, students will employ appropriate dataanalysis and quality control procedures, interpret data and learn to communicate water quality data. There is an additional lab fee. Prerequisites: CHIM 111 and CH 112. (Spring, even-odd years) Students with credit for ENS 205 will not receive credit for CHM 203.

205. Quantitative Analysis (W) (5 sem. hrs.). Study of both theoretical and practical aspects of quantitative chemical analysis, including classical and modern methods. Theoretical emphasis is on treatment of data, acid-base, solubility, oxidation-reduction, and complex ion equilibria, electrochemistry and spectrophotometry. Laboratory work includes quantitative gravimetric, volumetric, and instrumental analysis. Prerequisites: C- or better in CHM 111 and 112. Three recitations and two 3-hour laboratory periods per week. (Fall)

207. Physical Chemistry: Thermodynamics and Kinetics (4 sem. hrs.). Study of the principles of chemistry used to explain and interpret observations on the physical and chemical properties of matter. Topics include thermodynamics, chemical equilibria, and kinetics. Prerequisites: CHIM 111, 112, 204 and 202; PHY 101 and 102 (C- or better); MTH 222 and 223 (C- or better). Three recitations and one 3-hour laboratory period per week. (Fall, odd-even years)
311. Inorganic Chemistry (4 sem. hrs.). A study of the chemistry of inorganic compounds focusing on the properties of selected interesting, important, and unusual elements and compounds. To promote understanding of underlying principles will be utilized for the explanation for the occurrence and behavior of those compounds. The three-hour weekly lab will explore the preparation and characterization of select inorganic compounds. There is an additional lab fee. Prerequisite: C- or better in CHM 112. (Spring, even-odd years)

316. Biochemistry (3 sem. hrs.). Study of principal types of biochemical compounds, nature of reactions taking place in plant and animal tissue and functions of enzymes, carbohydrates, lipids and nucleotides in the metabolic control of these processes. Prerequisites: C- or better in CHM 201 and CHM 202, or a minimum grade of B- in CHM 201, C- or better BIO 123, 123L. Corequisite: CHM 415. (Fall)

316L. Laboratory Studies in Biochemistry (1 sem. hr.). This course will reinforce concepts learned in CHM 316 by providing hands-on experience in biochemical techniques used in the laboratory setting. One four-hour lab per week. Prerequisite: C- or better in CHM 201 and CHM 202, or a minimum grade of B- in CHM 201, C- or better BIO 123, 123L. Corequisite: CHM 415. (Fall)

370. Internship (0 - 15 sem. hrs.). Qualified students may receive credit off-campus experience in an industrial, government or academic laboratory. Departmental approval is required. (Offered occasionally)

404. Instrumental Analysis (4 sem. hrs.). Study of the theory and applications of instrumental methods of chemical analysis, including (I) Spectroscopy (UV, Visible, IR, RAMAN), (II) Mass Spectrometry, (III) Electrochemistry (electrolysis, potentiometry, voltammetry, coulometry), and (IV) Chromatography (GC, HPLC). Laboratory work involves solving analytical problems using instrumental techniques. Two recitations and two 3-hour laboratory periods per week and has additional lab fees. Prerequisite: C- or better in CHM 305. (Spring, odd-even years)

407. Physical Chemistry: Quantum Mechanics (3 sem. hrs.). Study of the principles of chemistry used to explain and interpret observations on the physical and chemical properties of matter. Topics include quantum theory and its application to atomic and molecular structure, spectroscopy, and macroscopic interactions. Optional 3 hour lab portion of this course is CHM 407L. Prerequisite: CHM 307, or permission of instructor. Three recitations per week and has additional lab fees. (Spring, odd-even years)

407L. Advanced Laboratory in Physical Chemistry (1 sem. hr.). This course is the lab complement to CHM 407, Physical Chemistry. Students will explore some of the topics covered in the lectures. One three-hour lab per week. Corequisite: CHM 407. (Spring)

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: physical 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. (Offered occasionally)

411. Inorganic Chemistry (1 to 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, characterization and products of compounds. Prerequisite: Permission of the instructor. Three recitations per week. Optional 3 hour lab portion of this course is CHM 412. (Fall, odd-even years)

412. Advanced Laboratory Studies in Inorganic Chemistry (1 sem. hr.). This course is the lab complement to CHM 411, Inorganic Chemistry. This lab course meets weekly for three hours. Students will explore some of the topics covered in inorganic lectures. Corequisite: CHM 411. One three-hour lab per week. (Fall, odd-even years)

414. Advanced Topics in Chemistry (1-3 sem. hrs.). Selected advanced topics of current interest in analytical, biochemistry, inorganic, organic or physical chemistry. Emphasis on current chemical literature as a source of information. Prerequisites: Permission of the instructor. (Offered occasionally)

416. Biochemistry of Metabolism (3 sem. hrs.). Biochemistry with an emphasis on metabolism including the chemical reactions of glycolysis, the citric acid cycle, lipid and amino acid synthesis and degradation, and nucleic acid metabolism. Optional 4 hour lab portion of this course is CHM 416L. Prerequisites: CHM 316. (Spring, even-odd years)

416L. Advanced Laboratory Studies in Biochemistry (1 sem. hr.). This course will build upon laboratory techniques learned in CHM 416L, and reinforce concepts presented in CHM 416. One four-hour lab per week and has additional lab fees. Corequisite CHM 416. Prerequisites: CHM 316, 316L. (Spring, even-odd years)

422. Selected topics (1 to 3 sem. hrs.). Selection of planned discussions in which advanced students, under the guidance of staff members, (1) review chemical research literature on student-selected topics, and (2) make oral presentations of their findings. Prerequisite: Chemistry major and senior status; COM 100; WRI 101. Satisfies capstone requirement. (Fall)

475. 476. Honors Course (3 sem. hrs.). Series open to seniors who want to earn Departmental Honors and whose Chemistry GPA is at least 3.00. Requests for Departmental Honors must be approved by the Department Chair, in consultation with the Chemistry faculty. A detailed proposal for independent research must be submitted to the Chair in the spring semester of the junior year. During the last semester an oral examination covering the research, and a comprehensive written examination covering all areas of chemistry must be taken. (Offered occasionally)

COM - Communication

100. Public Speaking and Engagement (3 sem. hrs.). Introduction to theory and practice of effective public speaking, focusing on the role of public address in engaged citizenship and community improvement. (Fall, Spring)

101. Explorations in Communication (R)(W)(H) (1 sem. hr.) Introduction to the field of communication, including definitions and models of communication, role of communication in personal and professional settings, breadth of the field, research, and career opportunities. Students with credit for COM 210 will not also receive credit for 101. (Fall)

201. Critical Thinking and Argumentation (R)(W) (2 sem. hrs.). Study of critical thinking, reading, writing, and communication skills necessary to develop and present effective arguments. Students with credit for COM 250 will not also receive credit for 201. (Fall)

204. Group Communication and Leadership (5) (3 sem. hrs.). Study of the theories, processes, and skills of effective group problem solving, focusing on the role of leadership in facilitating brainstorming and decision making as well as in managing conflicts. Students with credit for COM 104 will not also receive credit for 204. (Spring, odd-even years)

209. Visual Communication (3 sem. hrs.). Examination and creation of stories told through still and moving images, including graphic design, photography, cinematography, and online texts. Includes portfolio component. Students with credit for MED 211 will not also receive credit for COM 209. (Spring)

304. Internship in Communication (3 sem. hrs.). Examination of the impact of communication on self-identity and personal, social, and professional relationships, emphasizing the factors that affect communication and techniques to improve skills. (Spring)

311. Organizational Communication (3 sem. hrs.). Study of the approaches and challenges related to communication within organizations, including structural and technological changes, conflict resolution, collective identity, and the diverse/global workplace. Prerequisite: COM 204. (Spring, even-odd years)

312. Advanced Interpersonal Communication: Family (3 sem. hrs.). Examination of communication in a variety of family systems, focusing on family types, creation of meaning, conflict, decision-making, and communication behavior that enhances family living. Students with credit for COM 254 will not also receive credit for 312. Prerequisite: COM 245. (Fall on rotating basis)

313. Advanced Interpersonal Communication: Gender (3 sem. hrs.). Study of the role of gender within various communication contexts, including friendships, romantic relationships, the workplace, and educational settings. Students with credit for COM 247 will not also receive credit for 313. Prerequisite: COM 245. (Fall on rotating basis)

314. Advanced Interpersonal Communication: Intercultural (3 sem. hrs.). Study of the contexts, values, and other variables that affect communication between cultures and microcultures. Students with credit for COM 246 will not also receive credit for 314. Prerequisite: COM 245. (Fall on rotating basis)

315. Advanced Interpersonal Communication: Online (3 sem. hrs.). Examination of such concepts as community, sharing, following, and trending as they relate to online communication, with a focus on major social media platforms. Prerequisite: COM 245. (Fall on rotating basis)

316. Communicating in Special Topics (0 - 3 sem. hrs.). Study of selected topics in communication. (Offered occasionally)

350. Persuasion (3 sem. hrs.). Examination of the theories, techniques, and ethics of social influence, focusing on the analysis, development, and presentation of advertising and public relations campaigns. Prerequisites: COM 100; WRI 101; COM 201. (Spring)

369. Practicum. On-campus practical communication experience to be chosen from one or both of COM 369A or COM 369B and may be repeated for a total of no more than 6 sem. hrs.

369A. Speech Team Practicum (1 to 3 sem. hrs.). Contribute to the Speech Team (Heidelberg Forensics); students will explore some of the topics covered in CHM 407L. (Spring, odd-even years)

369B. Student-Organized Practicum (1 to 3 sem. hrs.). Student-proposed on-campus practical communication experience. Arranged with a designated faculty member in the Department of Communication and Media. (Fall, Spring)

370. Internship (0 - 15 sem. hrs.). Off-campus practical communication experience. May be repeated for a total of no more than 15 sem. hrs. Prerequisite: Departmental permission. (Fall, Spring)

408. Rhetoric and Public Discourse (3 sem. hrs.). Study and practice of public communication, including delivery of speeches with a focus on advocacy for personal, political, or organizational goals and critical analysis of the presentation of controversial social issues via speeches and media coverage. This course meets the Senior Capstone Experience. Students with credit for COM 351 will not also receive credit for 408. Prerequisite: COM 350. (Fall)

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, Spring)
100. Introduction to Computers (3 sem. hrs.). An introduction to computers and computer information systems with an emphasis on the use of computer software, 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, 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 algorithmic solutions. Students learn the use of computers for performing complex tasks such as analyzing data, and the use of programs for solving interdisciplinary problems. Provides computer science students and major 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 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 object-oriented programming languages, exception handling, methods and object-oriented design. Prerequisite: CPS 201. (Offered occasionally)

210. 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, odd-even years)

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. (Fall, even-odd years)

231. Databases in a Microcomputer Environment (3 sem. hrs.). An introduction to the design, coding and testing of computer programs. A study of object-oriented design. Topics include object-oriented programming languages, exception handling, methods and object-oriented design. Prerequisite: CPS 201. (Fall, even-odd years)

232. 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, even-odd years)

301. Computer Organization (3 sem. hrs.). An introduction to databases 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, odd-even years)

306. Special Topics in Computer Science (3 sem. hrs.) Intermediate and advanced topics in hardware and operating systems. Students will develop small-scale software projects that address research and provide decision support within an organization. Students will present research on one of the most pressing contemporary issues relating to computer science, such as the design and implementation of software systems. Prerequisite: CPS 201 or MTH 150, or higher. (Fall, 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 201 or MTH 150. (Fall, even-odd years)

330. Web Application Development (3 sem. hrs.). Models for application development in the Internet environment. Students will gain proficiency in 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. Prerequisite. Prerequisites: CPS 202 or CPS 314, and CPS 325. (Spring, odd-even years)

340. System and Network Administration (3 sem. hrs.) An introduction to the techniques of system and network administration, including systems 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 system administrator. Prerequisites: CPS 202 and CPS 325. (Spring, even-odd years)

342. Systems Development (3 sem. hrs.). An introduction to the systems lifecycle and methods of system requirements analysis, specification, and design. Computer-aided project management techniques may be studied. Students will use practical and accepted methods for the analysis and design of computer-based solutions to organizational problems. Prerequisites: CPS 201; COM 100, WRI 101. Open to Juniors and Seniors.

This course replaces CPS 341 and 343. Students who have already taken CPS 341 and/or 343 are not eligible for this course. (Fall, even-odd years)

350. Topics in Computer Science (3 sem. hrs.). Current topics in advanced computer science and information systems, chosen to meet the interests of students and instructors. Extensions of familiar topics or introductions to new paradigms and research areas. Prerequisite: Permission of the instructor. (Offered occasionally)

370. Internship (0-6 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. hrs.). This course provides a summary experience for the major on a topic of special interest and includes the presentation of original research. Prerequisites: At least six Computer Science courses, such as an understanding of career implications, job opportunities, and professional ethics, such as an understanding of career implications, job opportunities, and professional ethics. (Fall, Spring)

Data Structures (3 sem. hrs.). Introduction to the systems lifecycle and methods of system requirements analysis, specification, and design. Computer-aided project management techniques may be studied. Students will use practical and accepted methods for the analysis and design of computer-based solutions to organizational problems. Prerequisites: CPS 201; COM 100, WRI 101. Open to Juniors and Seniors.

CRM - Criminology

151. Introduction to Criminal Justice (R)(S) (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 CJ 151 credit will not receive credit for this course. Students with CJ 151 credit will not receive credit for this course. (Fall, even-odd years)

152. Juvenile Justice (3 sem. hrs.). Introduction to experimental techniques and research tools and the statistical procedures used to analyze the data obtained through these methods. Students learn how to become better consumers of social scientific research and how to produce research. Lecture and laboratory components must be taken concurrently. Double majors in CRM and PSY should take the PSY 101, 202 sequence. Prerequisites: MTH Placement of MTH 115, or higher. CJ 151, PSY 101 (Fall)

220. Policing and Law Enforcement (3 sem. hrs.). An in-depth examination of the institution of policing and law enforcement throughout history to the present day. Emphasis on social, political, legal, and technological forces shaping the profession. Discussion of the challenges of policing a democratic and diverse society, police discretion, and behavior, the effectiveness of particular police interventions, and police reform and accountability. (Fall, even-odd years)

221. Corrections (3 sem. hrs.). An exploration of corrections theories and application of said theory to current problems in criminal justice. Review of the history of the U.S. correction system, and an overview of the current state of affairs – including, but not limited to, privatization, rehabilitation, and recidivism. (Spring, odd-even years)

333. Psychology and Law (3 sem. hrs.). An introduction to some of the ways that psychological research, theories and methods can inform the legal system and issues of law. Students with credit in a Special Topic for Psychology and Law are not eligible to take this course. Prerequisites: CRM 151, PSY 101 (Fall, odd-even years)

357. Victimization (3 sem. hrs.). A review of historical and current theories of criminal victimization and other forms of human rights violations, including causes and consequences. An examination of the relationships between victims and offenders, the criminal justice system and society. Special topics in mass, social groups and movements. Students with credit in a Special Topic for Victimization are not eligible to take this course. Prerequisites: CRM 151, either CRM 230 or CRM 221 (Spring, even-odd years)

362. Juvenile Justice (3 sem. hrs.). A review of the history and philosophy of juvenile justice in the United States. Impact of social reform on the juvenile justice system. An overview of the legal social system, in which the juvenile justice system operates will highlight the difference between the adult and juvenile justice systems. Theories of social structures, processes, and reactions will be discussed, along with the influence of the economy, social class, and social status and the impact of race, gender and ethnicity in the juvenile justice system. Students with credit in a Special Topic for Juvenile Justice are not eligible to take this course. Prerequisites: CRM 151, either CRM 230 or CRM 221 (Spring, even-odd years)

370. Internship in Criminology (0-15 sem. hrs.). Students majoring in Criminology must successfully complete an internship of at least three hours and not more than 15 hours. Open to seniors and Juniors by permission of the Department Chair. Students with credit in CJ 370 may only earn up to 15 semester hours in internship.

371. Independent Research Project (1-3 sem. hrs.). Students are invited to complete an independent research project, under the supervision of a member of the Criminology faculty, and present their research findings at an academic or professional conference. Prerequisites: CRM 101, CRM 151, CRM 210, SOC 310 strongly recommended.

372. Study Abroad (3 sem. hrs.). Students are invited to pursue a course of study that includes Criminology, and write a paper as presented at an appropriate opportunity (Student Research Conference or at a professional conference). Prerequisites: WRI 101, COM 100, CRM 151, SOC 310 strongly recommended.

380. Topics in Criminology (1-6 sem. hrs.). Topics of interest and relevance to students majoring in Criminology. This course may be repeated when taken as a different topic. Students with CPS Special Topics and same title cannot also receive credit for the same topic.

401-402. Independent Study (1 to 4 sem. hrs.). Prerequisites: CRM 151. Semester or entire year. Admission with consent of supervising professor. (Fall, Spring)

475–476. Departmental Honors (3 sem. hrs.). Commencurate with the Department’s goal of providing...
opportunities for in-depth criminological study, Criminology majors are encouraged to earn the graduation "certification" through the Department of Criminology program. Students who complete an independent honors thesis with distinction, as determined by vote of the department, and who satisfactorily pass a departmentally instituted comprehensive examination, shall graduate with the distinction of Honors in Criminology. (Fall, Spring)

1. Requirements for admission to Departmental Honors program:
   • A student must be admitted no later than the end of the second semester of the junior year. (Contact Department Chair for application information.) In addition, the following criteria must be met for admission to the program:
     • An overall GPA of 3.0 or higher.
     • A GPA in Criminology courses of 3.4 or higher.
   • Successful applications to the department honors program, which includes a clearly

2. Requirements for graduation with Honors in Criminology: Honors students must meet all Requirements for Admission, described above. In addition the student must complete CRM 475 and CRM 476, which includes the completion of an Honors Thesis, and pass a comprehensive exam. The final GPA in Criminology courses must be 3.4 or higher.

491. Senior Seminar (3 semester hrs.). The Senior Seminar in Criminology examines the interaction between criminogenic theory and practice highlighting systematic successes and failings. Students will research and present on selected functions, organizations, issues, and opportunities within that wide range. This course will serve as the Capstone for students majoring in Criminology and is open to juniors and seniors majoring in Criminology. Students with CS 491 credit cannot also receive credit for this course. Prerequisites: CRM 100, ENG 101, CRM 151, SOC 100. (Spring)

ECO – Economics

102. Principles of Economics (S)(W) (3 semester hrs.). An introduction to micro and macro economic concepts and tools of economic analysis for application of economic theory in contemporary business. Prerequisites: Course is open to all students except it is not applicable to accountancy and business administration programs. Course is not open to students with credit in either ECO 251 or ECO 252. (Fall, Spring)

251. Principles of Microeconomics (S) (3 semester hrs.). Survey of fundamental concepts. Emphasis is placed on decision making as firms allocate their resources for maximum output and by resource concerns concerning levels of output, employment and cost. Analysis of the role of competition in the free market, private enterprise and system. Prerequisite: Sophomore standing. (Fall, Spring)

252. Principles of Macroeconomics (S) (3 semester hrs.). Analysis of economic performance as it affects levels of output, employment, inflation and deflation. Emphasis on economic policy activities of the federal government and the Federal Reserve System. Prerequisite: Sophomore standing. (Fall, Spring)

300. Public Finance (R) (3 semester 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 examine the output and revenue components of the public sector budget. Prerequisites: ECO 251 and 252 and Junior standing. (Spring)

342. Urban and Regional Economics (3 semester 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 policies. Prerequisites: ECO 251 and Junior standing. (Spring)

344. Environmental and Natural Resource Economics (3 semester 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 semester 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 contracts, property, torts, and criminal law will be examined within the context of economic principles. Prerequisite: ECO 251 and Junior standing. (Fall, even-odd years)

352. International Economics (G)(W)(3 semester hrs.). Introduction to the theories of international trade, the functions of the international monetary systems and the current international economic issues. Emphasis on practical understanding of the dynamics of international trade. Prerequisites: ECO 251 and 252 and Junior standing. (Fall)

358. Labor Economics (3 semester hrs.). The application of economic theory to the world of work, and the related issues of employment and productivity. Topics covered include: Long Term Capital Theory and the impact of labor unions. Prerequisites: ECO 251 and 252 and Junior standing. (Fall)

361. Intermediate Microeconomic Theory (W) (3 semester hrs.). The economics of price theory, including consumer demand, supply, costs of production, resource allocation, competition and the concept of market power. Prerequisites: ECO 251 and 252 and Junior standing; COM 100; WRI 101.

362. Intermediate Macroeconomic Theory (R) (3 semester hrs.). The economic analysis of the overall performance of the national economy, including monetary and fiscal policy, U.S. and international economic systems, and current issues. Prerequisites: ECO 251 and 252 and Junior standing; COM 100; WRI 101.

364. Economic Development (3 semester 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 education, technology, and changes in the population. Prerequisite: ECO 251 and 252 and Junior standing. (Fall, Spring)

431. Economics Seminar (3 semester hrs.). Detailed investigation of one or two topics through application of economic student research. Open to juniors and seniors majoring in the department. Students with 431 credit cannot also receive credit for this course. Prerequisites: Permission of instructor and Junior standing. (Spring)

451. Independent Study in Economics (3 semester hrs.). Open to seniors with consent of the instructor. Affords seniors opportunity to study under guided and outside course. Prerequisite: ECO 251 and Junior standing. (Fall, Spring)

502. Research Seminar in Economics (1-15 semester hrs.). Prerequisite: Permission of instructor and Junior standing. (Fall, Spring)

EDU - Early Childhood Education

105. Vital Connections (2 semester 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. (Fall, Spring)

200. Human Growth and Development (2-3 semester hrs.). Explores the principal aspects of human growth and development including the social, emotional, cognitive and physical development from birth through adolescence. Additionally, associated learning theories in relation to the age level characteristics will be discussed. Prerequisites: C- or higher in EDU 110 and MUS 110 and PSTY 101. (Fall, Spring)

207. Growth and Development Seminar: Middle Childhood (1 semester hr.). EDU 207 builds on EDU 200 giving special emphasis to the middle childhood emotional, social, 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 with special emphasis on the relationship to teaching. Prerequisite: C- or higher in EDU 110 and PSTY 101. Corequisite: EDU 200. (Fall, Spring)

208. Growth and Development Seminar: Adolescent to Young Adult (1 semester hr.). EDU 208 builds on EDU 200 giving special emphasis to the adolescent to young adult. The social, emotional, physical and cognitive changes that can be explored to such a clearer understanding and implications for teaching. Prerequisites: C- or higher in EDU 110 and PSTY 101. Corequisite: EDU 200. (Fall, Spring)

217. Children’s Literature (R)(W)(F) (3 semester hrs.). This course is an introduction to the study of literature for children. Emphasis will be placed on analyzing children’s picture books, early reader, middle grade novels, young adult literature, and early adult literature for their aesthetic and literary qualities. Both critical and creative response to children’s literature will be explored. Prerequisite: WRI 101. (Spring, even-odd years)

218. Adolescent Literature (R)(H) (3 semester 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, character, literary elements, evaluating adolescent literature for quality and relevance, choosing a canon of literature and the transnational 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. Prerequisites: 2.75 GPA, and C- or higher in PSTY 101 and EDU 220. (Fall, odd – even years)

220. Principles of Teaching (3 semester hrs.). The course is designed to help students gain an overview of the effective principles of teaching as seen through the academic literature and practices of teaching. Students 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 PSTY 101 and EDU 220. (Fall, Spring)

222. Early Childhood Education and Professional Development (3 semester hrs.). Introduces students to the history, context and current trends in Early Childhood Education. Students will examine developmentally appropriate practices and essential questions currently in the educational field related to working with young children with and without exceptionalities in a variety of settings. Focus will be on the perspectives, characteristics, and dispositions of effective early childhood professionals. Thirty hours field observations in an inclusive public preschool will be conducted throughout the semester to enable students to observe, discuss and apply course content to their understanding of pedagogical philosophies, child development and developmentally appropriate early childhood practices. Prerequisites: 2.75 GPA and C- or higher in PSTY 101 and EDU 220. Co-require: EDU 220. (Fall, Spring)

227. Principles of Teaching Seminar: Middle Childhood (W)(S) (1 semester 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 given to how team teaching, exploratory programs and integrated units of parallel and complementary curricular materials are considered essential elements of an effective middle school. A field experience is required. Prerequisite: 2.75 GPA, C- or higher in PSY 101 EDU 200 and 207. (Spring)

228. Principles of Teaching Seminar: Adolescent to Young Adult (W/S) (3 sem. hrs.) 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 an adolescent. Writing will be emphasized in this course to create positive instructional climates through the exploration of appropriate teaching strategies and classroom management techniques. A field experience is required. There is an additional fee with this course. Prerequisite: 2.75 GPA, C- or higher in PSY 101, EDU 200 and 208. (Spring)

229. Principles of Teaching Seminar: Multi-Age (W/S) (3 sem. hrs.) 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 an adolescent. Writing will be emphasized in this course to create positive instructional climates through the exploration of appropriate teaching strategies and classroom management techniques. A field experience is required. There is an additional fee with this course. Prerequisite: 2.75 GPA, C- or higher in PSY 101 and EDU 200. (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, identification of common reading disabilities, 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 multi-level classrooms. Examining appropriate reading skills and use of the Internet for literature and content curriculum resources is included. Required field experience in which students implement instructional strategies learned in class and present quality children's literature in settings appropriate for licensure area. There is an additional fee with this course.

Prerequisite: 2.75 GPA, C- or higher in PSY 101 and EDU 220, 225 (Early Childhood); EDU 220, 227 (Middle Childhood). Corequisite: EIS 285. (Fall, Spring)

321. Language/Literacy Development in Early Childhood (W) (2 sem. hrs.) This course will address the current models and issues in the teaching of literacy in early childhood education. Models for teaching oral language and literacy will be considered, including how to use the latest research to plan effective instruction for children at different developmental levels. Emphasis will be placed on meeting the needs of diverse learners in the classroom. Prerequisite: 3.0 GPA, C- or higher in PSY 101 and EDU 225, 220, or EDU 227. Co-requisite: EDU 322, 323. (Fall, Spring)

322. Math Experiences in Early Childhood (2 sem. hrs.) This course will develop the math curriculum for early childhood children, with emphasis on developmentally appropriate curriculum models, assessment practices, methods, materials, and technology to support their learning. Students will learn to use and evaluate software to enhance and reinforce math skills and understanding. Focus is upon methods encouraging student participation through use of various hands-on activities combining math with science, technology, and literature. Course will address the development of mathematical understanding in young children, with emphasis on developmentally appropriate curriculum. Field experience required. Prerequisite: 3.0 GPA, C- or higher in PSY 101; and EDU 225, 220, or EIS 285. Co-requisite: EDU 322, 323. (Fall, Spring)

323. Science Experiences in Early Childhood (2 sem. hrs.) This course will address the development of scientific understanding in young children, with emphasis on developmentally appropriate curriculum models, assessment practices, methods, materials, and technology to support their learning. Students will learn to use and evaluate software to enhance and reinforce science skills and understanding. Focus is upon methods encouraging student participation through use of various hands-on activities combining science, technology, and literature. Course will address the development of scientific understanding in early childhood children, with emphasis to the Multi-Age student. Prerequisite: 3.0 GPA, C- or higher in PSY 101; and EDU 225, 220, and EIS 285. Co-requisite: EDU 321, 322. (Spring)

324. Teaching Written Composition (K-12) (W) (3 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, instructional process, forms of writing, and general principles for teaching writing, goals of writing instruction, teaching writing across the curriculum, integrating writing with literature, evaluating student writing, and examining the impact of technology on both the writing process and instruction. Required field experience. Prerequisite: 3.0 GPA, C- or higher in PSY 101 and EDU 220; and Sophomore Status. (Fall, even-odd years)

344. Reading to Learn in 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, instructional strategies in reading, study skills, and the process of writing. Students will be expected to consider the reading/writing connection, the role of literature in the classroom, assessment, selection, organizing and managing reading programs, and unit planning (short and long-range) as it relates to assessed student needs. There will be a strong emphasis on the teaching of reading/written language skills for young children. Field experience required. Prerequisite: 3.0 GPA, C- or higher in PSY 101, and EDU 225, 220, or EIS 285. Co-requisite: EDU 321, 322. (Spring)

347. Reading to Learn in the Content Area—Middle and A Y A (3 sem. hrs.) Emphasis on helping middle school students and A Y A students process and learn from content materials, including understanding text structure, general and specific vocabulary development, instructional strategies in reading, study skills, and the process of writing. Students will be expected to consider the reading/writing connection, the role of literature in the classroom, assessment, selection, organizing and managing reading programs, and unit planning (short and long-range) as it relates to assessed student needs, to the Common Core State Standards, and the Ohio Model Curriculum. Field experience required. Prerequisite: 3.0 GPA, C- or higher in PSY 101; and EDU 225, 220, or EIS 285. Co-requisite: EDU 321, 322. (Spring)

350. Reading to Learn in the Content Area: Multi-Age (W) (3 sem. hrs.) Emphasis on helping middle school students and A Y A students process and learn from content materials, including understanding text structure, general and specific vocabulary development, instructional strategies in reading, study skills, and the process of writing. Students will be expected to consider the reading/writing connection, the role of literature in the classroom, assessment, selection, organizing and managing reading programs, and unit planning (short and long-range) as it relates to assessed student needs, to the Common Core State Standards, and the Ohio Model Curriculum. Field experience required. Prerequisite: 3.0 GPA, C- or higher in PSY 101, and EDU 225, 220, or EIS 285. Co-requisite: EDU 321, 322. (Spring)

360. Language Arts in Middle School (3 sem. hrs.) Emphasis will be on methods and materials used to teach language arts in grades 3-9. Specific content includes language acquisition, the history of language, English grammar, phonetics, levels of usage, purposes of writing, reading, listening, and speaking, and the ways readers respond to literary and informational text. Emphasis will be on the wide range of forms and purposes for writing. Instruction on strategies for teaching writing, including writing objectives, instructional strategies and materials, and assessment strategies for teaching writing will be covered. A field experience is required. Prerequisite: 3.0 GPA, C- or higher in PSY 101, and EDU 220, or EIS 285. Co-requisite: EDU 350, 373, or one of the following: 357, 380, or 390. (Spring)

365. Methods in English (3 sem. hrs.) This course will cover both theory 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 assessing student work. 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 units. 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 and EDU 220. Co-requisite: EDU 350. (Spring)

370. Internship (0-15 sem. hrs.) This course is open to Education senior students who are no longer pursuing a student teaching assignment. Students must complete 10 credit hours of Internship to substitute for Student Teaching and the Seminar in Education. Prerequisites: Senior Status; for Education: EDU 344 and EDU 345; for Middle Childhood two of the following: EIS 360, EDU 373, EIS 380, EDU 390; for AY A one of the following: EDU 376, EDU 386, or EDU 396; for Music MUS 373 and MUS 374. Corequisites: EIS 380, EDU 400 and EIS 468.

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 guidelines for the development of cognitive, affective, and social learning in instruction on 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, 230, and EIS 285. Corequisites: EDU 350, 375 and one of the following: 360, 380, or 390. (Spring)
Heidelberg University

426. Student Teaching: Early Childhood (4 or 8 sem. hrs.). Placement with a qualified teacher and university supervision of an appropriate classroom setting for a minimum of 6 consecutive, full week (200). Appropriate classroom setting is defined as one that meets the learned society guidelines for early childhood. 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 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; EIS 340, 345. Must earn state passing scores on all state mandated tests required for their licensure area. Corequisites: EDU 416, EIS 380, 468. (Fall, Spring)

427. Student Teaching: Middle Childhood (4 or 8 sem. hrs.). Placement with a qualified teacher and university supervision of an appropriate classroom setting for a minimum of 12 consecutive, full week (200). 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; EIS 340, 345, 373, 380, 389 (Middle); 360, 373, 386, 386, 396 (AYA); MUS 373, 374 (Music). Corequisites: EDU 400, 416, EIS 380, 468. (Fall, Spring)

428. Student Teaching: Adolescent-Young Adult (4 or 8 sem. hrs.). Placement with a qualified teacher and university supervision of an appropriate classroom setting for a minimum of 12 consecutive, full week (200). Appropriate classroom setting is defined as one that meets the learned society guidelines for intervention specialist. Placement, planning, organizing, instruction, and evaluating are key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Prerequisites: 3.0 GPA, C- or higher in PSY 101; EIS 380, 468. Must earn state passing scores on all state mandated tests required for their licensure area. Corequisites: EDU 400, 416, EIS 380, 468. (Fall, Spring)

429. Student Teaching: Intervention Specialist (4 sem. hrs.). Placement with a qualified teacher and university supervision of an appropriate classroom setting for a minimum of 12 consecutive, full weeks. Students are to be placed in another area of licensure classroom for an additional 6 weeks. Actual participation in classroom activities on a daily basis is the emphasis. Planning, organizing, instruction, and evaluating are key elements. Developing overall classroom management skills, professionalism, cooperative staff relations, and strong work ethic are key elements. Prerequisites: 3.0 GPA, C- or higher in PSY 101 and whichever of the following apply to licensure area: 360, 373, 380, 390 (Middle); 366, 376, 386, 396 (AYA); MUS 373, 374 (Music). Corequisites: EDU 400 (For all but Early), 416, EIS 468 and EIS 471. (Fall, Spring)

430. Student Teaching: Multi-Age (4 or 8 sem. hrs.). Placement with a qualified teacher and university supervision of an appropriate classroom setting for a minimum of 12 consecutive, full week (200). 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; whichever of the following apply to licensure area: 360, 373, 380, 390, 391 (Middle); 366, 376, 386, 396 (AYA); MUS 373, 374 (Music). Corequisites: EDU 400 (All but Early), 416, EIS 468 and EIS 471. (Fall, Spring)

431. EIS- Intervention Specialist Licensure (4). Diversity Experience (0 sem. hrs.). Instructional experience in a diverse student population. Candidates are expected to analyze and demonstrate the knowledge, skills, and professional dispositions necessary to help each learner meet high standards. Prerequisite: 2.75 GPA; C- or higher in EDU 110 and PSY 101. Instructor Approval. (Fall, Spring)

432. Individuals with Exceptionalities (3). A survey course to prepare all educators to teach diverse learners, including those with exceptionalities covering developmental characteristics, assessment methods, intervention strategies, and ethical principles for students in education and community settings. Will introduce students to physical, social, emotional, and educational characteristics of students with exceptional needs. An overview of incidence, prevalence, and educational intervention for major categories of exceptionalities of
272. Individuals with Diverse Educational Needs (3 sem. hrs.). The art and science of teaching exceptional individuals, ages 3 - 21, with exceptional needs in both school and society will be explored through reading, and class discussion. This will involve an examination of the principles and theories that underpin assessment and educational procedures and practices will be introduced, critiqued and reviewed by the class participants. Prerequisite: 2.75 GPA, C- or higher in EDU 220 and PSY 101. (Spring)

273. Applied Behavior Analysis for Teachers (3 sem. hrs.). Theoretical formulation and practical applications of behavioral techniques, especially as they apply to managing and modifying child behavior in the home and classroom. Theoretical formulation and practical applications of behavioral techniques, especially as they apply to managing and modifying child behavior in the home and classroom. Prerequisites: 2.75 GPA, C- or higher in EDU 220 and PSY101. Taken concurrently with EDU 272. (Spring)

285. Phonics/Word Identification (3 sem. hrs.). Rationale and approaches for teaching phonics will be emphasized as well stages in decoding, phonetic elements, phonemic awareness, instructional strategies, and scope and sequence of phonics instruction. Other word identification strategies to be taught include context cues, 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, Corequisite: EDU 230. (Fall, Spring)

320. Family Systems/Social Issues in Early Childhood (3 sem. hrs.). Explores the sociocultural context of the family, school and community as pertinent influences on learning and essential to the role of the teacher, parent, and other professionals working with children and their families. Emphasis will be on the family, cultural, linguistic, and ability diversity of children, families, and communities and intentional research based practices for effective family and community partnerships are included to assist students in establishing a deeper awareness of family systems, effective home/school communication and collaborative practices. Students will gain an understanding of the role in effective partnerships and the importance of language, culture, and information sharing. This course supports teacher candidate’s respect for diversity and anti-biased approaches, awareness of public policy and advocacy issues; and methods for supporting diverse learners and their families. Prerequisites for Licensed Professional Status: Junior status, C- or higher in both PSY 101 and EDU 230. Prerequisites for all other students: 3.0 GPA, junior status, and PSY 206. (Fall, 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 272. Co-requisite: 361, 379. (Fall)

361. Reading and Language Arts Methods for Mild/Moderate Disabilities (3 sem. hrs.). Accommodation and adaptation of printed and materials for instructional reading and language instruction. Focus 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 272. Co-requisite: 350, 379. (Fall)

379. Prescriptive Assessment and Diagnosis (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 will be placed on 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 statistics will be introduced and reviewed in the initial 5 weeks and then followed by extensive individual and summative assessment. Students will also discuss the current testing of P-12 students as well as professional assessments (currently the EdTPA, Ohio Teacher Evaluation System and the Resident Educator Summative Assessment). Prerequisites: 3.0 GPA, C- or higher in PSY 101, EIS 220 and 300-level courses (some multilanguage). For ISD candidates only. Co-requisite: EIS 350 and 361.

380. Principles of Assessment and Diagnosis (3 sem. hrs.). Principles and procedures of assessment used in educational settings. Candidates are expected to interpret various formal and informal assessment instruments and to develop and implement appropriate testing and summative assessment. This course will also discuss the current testing of P-12 students as well as professional assessments (currently the EdTPA, Ohio Teacher Evaluation System and the Resident Educator Summative Assessment). Prerequisites: 3.0 GPA, C- or higher in PSY 101, EIS 220 and 300-level courses. Co-requisite: Early (EDU 426), Middle (EDU 427), AVA (EDU 428) or Multi-Age (EDU 430).

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 assessing communication and collaboration between agencies and services frequently impacting populations with special needs, including residential programming, vocational training, and professional organizations. Students will learn to create supportive environments for people with exceptionalities regardless of their career aspirations by evaluating and revising perceptions and attitudes about exceptionalities. This course is cross-listed with EDU 545. Students may only receive credit for either EIS 271 or EIS 545. (Fall)
133. Level IV: Academic Skills: Study Skills (3 sem. hrs.). Instruction in learning strategies and study skills used in academic settings. Class emphasis on reading and writing instructional, critical thinking skills, and integrated reading and writing 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 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 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 per week, plus one hour consultation per week.

ENG-English

290. Sophomore Studies in English (1 sem. hr.). Exploration of learning opportunities in the major, learning experiences outside the classroom, career and graduate school opportunities, and the English major. Prerequisite: ENS-English (Fall).

369. Practicum (1-3 sem. hrs.). An on-campus work experience involving research and writing, supervised by a faculty member of the English Department. Students may earn no more than 6 hours credit. Permission of the English Department Chair required for registration. (Fall, Spring)

370. Internship (0-15 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.

472. Independent Study (1-3 sem. hrs.). Before registration, the student must have the consent of an English professor/supervisor and senior standing.

475, 476. Honors Course (3 sem. hrs.). See Departmental Honors, described elsewhere in this catalog. The student must be an English major who has completed 21 hours in English beyond 101.

490. Senior Capstone in English (2 sem. hrs.). Completion of a Major Capstone Project relevant to the student’s literature or writing major. Compilation and revision of materials for inclusion in a Major Portfolio. Required of all English majors. Prerequisites: English majors and Education Majors: AVA (Language Arts), C- or better in at least 3 of the English courses beyond ENG 101 (including LTH 291), and COM 100. (Fall)

ENS-Environmental Science

101. Introduction to Environmental Science (N) (3 sem. hrs.). An introduction to the relationships between air, soil, water, rock, and life, with emphasis on human interactions in these systems, and how society deals with the major environmental concerns: population growth, air and water pollution, wastes, loss of wildlife, fuel and mineral resources, climate change. Students will develop skills in observation, scientific method, and critical scientific inquiry. Students electing this course to meet their General Education requirement for laboratory science must take both ENS 101 and ENS 101L in the same semester. (Fall, Spring)

101L. Laboratory Studies of Environmental Science (1 sem. hr.). This course is the laboratory component to ENS 101. 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 relevant for research and internship experiences. Prerequisites: ENS 101; BIO 124; COM 100; GEO 101; CHM 111; PHY 101; WRI 101. (Fall)

334. Ecology (R/W) (4 sem. hrs.). An investigation of the ways living organisms interact with each other and their physical and chemical environments. Topics include adaptations of individuals to environmental stress, the structure and growth of populations, competition, predation, community ecology and the flow of energy and nutrients through ecosystems. The lab introduces students to experimental ecology. Three 2-hour classes each week. Prerequisites: BIO 123, 124 and a statistics course; COM 100; WRI 101. Open to juniors and seniors only. (Fall, odd years)

370. Internship in Environmental Science (W) (0-4 sem. hrs.). This course gives junior and senior Environmental Science majors an opportunity to acquire 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, Spring)

393. Environmental Science Research (3 sem. hrs.). An independent study course which must be arranged prior to registration, in conjunction with an instructor. A formal written proposal is required before registration. Experiments and/or field observations will be completed and results analyzed and graphically portrayed. A technical report will be written including a survey of relevant scientific literature. Students will meet regularly with an approved faculty mentor to review progress. Prerequisites: ENS 300, Junior standing.

FIN-Finance

301. Corporate Finance (3 sem. hrs.). Introduction to a variety of techniques and applications of modern financial theory to the main decisions faced by the financial manager. Fundamentals of financial analysis, working capital management, investment budgeting, financial planning, raise capital, and capital structure. Prerequisite: Junior standing. ACC 201, ECO 251, ECO 252, MTH 115, 210, WRI 101, COM 100, with a C- or better in each class; or ACC 201, ECO 251, 252, MTH 115, 210, WRI 101, COM 100, and HHP 230; or ACC 201, ECO 251, 252, MTH 115, 210, WRI 101, COM 100, and MED 212. Students with BAE 354 credit will not receive additional credit for this course. (Fall, Spring)

330. Intermediate Corporate Finance (R/W) (3 sem. hrs.). The application of financial theory to corporate finance. Prerequisite: Declaration of any business concentration or the no concentration option, completion of FIN 301 with a C- or better. (Spring)

350. Financial Markets and Institutions (3 sem. hrs.). A detailed examination of financial markets and the institutions that operate within them. Topics covered include a survey of various financial intermediaries and the important impact they have on level of aggregate economic activity, fund flows, structure of markets, and the management of financial institutions. Prerequisite: Declaration of any business concentration, and Junior standing. (Fall)

355. International Finance (G) (3 sem. hrs.). This course provides a framework for analyzing corporate financial decision making from the perspective of the management of a multinational corporation and presents a detailed analysis of tools and techniques for international financial management. It covers international financial instruments, markets, and institutions. Focus is placed on exchange rate determination, balance of payments, the international monetary system, the international parity conditions, international capital asset pricing, hedging derivatives, and various exposure measurements. Prerequisite: Junior or senior standing.

430. Investments (3 sem. hrs.). An introduction to the basic principles and fundamental tools used in financial instruments necessary to appraise the risk-return profile, valuation, and suitability of securities for investment. Prerequisite: Declaration of any business concentration. 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 who have previously taken no French, 102 is for students who have completed 101 or one year of high school French.

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.

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, Spring)

101L. Laboratory Studies of 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, 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 lecture hours per week. Offered periodically each year. (Offered occasionally)

304. 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 periodically each year. (Offered occasionally)

304L. Laboratory Studies of National Park Geology (P) (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)

313. 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.
101. **Beginning German I, II** (6 sem. hrs.). Students are introduced to speaking, listening and reading skills, learn elementary grammar and work on building basic vocabulary. This is an intensive summer course taught in the Heidelberg at Heidelberg, Germany summer program. Placement is determined at Heidelberg, Germany. (Summer)

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. Students with credit in GER 100 are not eligible to take this course. (Fall, Spring)

200. **Intermediate German I, II** (3 sem. hrs.). Students practice all four language skills, review basic grammar and receive an introduction to more advanced forms and vocabulary. Students with credit in GER 200 are not eligible to take this course. Prerequisite for GER 201: GER 202. Prerequisite for GER 201: GER 201.

205. **Reading German** (1 sem. hr.). Students read literary, journalistic and scientific texts to build vocabulary and receive an introduction to understanding advanced syntactical structures, such as the subjunctive and modal verbs, expanded participial modifiers and complex dependent clauses. (Offered occasionally)

290. **Preparation for Study Abroad** (G) (1 sem. hr.). This course prepares students for their study abroad experience in Germany through readings and reflections on the cultural differences that they are likely to experience. Students will develop a viable proposal for their capstone course projects, which will include data collected while abroad. The final capstone paper and presentation will be completed upon the student’s return to campus in GER 490, German Capstone Course.

300. **Advanced German I, II** (6 sem. hrs.). Students practice in conversation, composition and advanced grammar and vocabulary on the basis of texts dealing with everyday life in German speaking countries. This is an intensive summer course taught in the Heidelberg at Heidelberg, Germany summer program. Placement is determined at Heidelberg, Germany. (Summer)

301, 302. **Advanced German** (3 sem. hrs.). Practice in conversation, composition and manipulation of advanced grammatical forms and vocabulary on the basis of texts dealing with everyday life in German speaking countries. Students with credit in GER 300 are not eligible to take this course. Prerequisite: GER 202 or three or four years of high school German.

306, 307. **Guided Study** (1-3 sem. hrs.). An opportunity for students to improve proficiency by independent study or tutorial arrangements. Permission of the staff is required.

316. **German, 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.

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 occasionally)

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. **Honor 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 students of the course through a meeting of majors. Sophomores collect baseline speaking and writing samples in GER 290. Juniors generate and collect a large number of speaking and writing samples during their study abroad. Seniors register for the course, add speaking and writing samples completed during their senior year and organize their language samples into a portfolio. Offered every year, usually first semester. Completion of the ACTFL Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) is required for this course. There is an additional fee for this course. Prerequisites: COM 100, WRI 101; and a completion of a study abroad experience.

490. **German Capstone Course** (1 sem. hr.). This is a culminating course for students completing the German major. In the format of a writing workshop, students prepare a paper based on the original research project, which they proposed during their sophomore year in GER 290, Study Abroad Preparation. During the time abroad, students collect data for the project, which is written, revised and presented in GER 490. This course complements GER 489, German Portfolio. Offered every year, usually during the first semester. Prerequisite: Completion of study abroad; COM 100; WRI 101.

**GRK - Greek**

101 - 102. **Elementary Greek** (3 sem. hrs.). Introduction to classical (Attic) Greek and reading of elementary passages.


**HEI - AIM Hei Program**

101. **AIM Hei** (1 sem. hr.). A course for first-year students based on common objectives. Individual sections propose their own opportunities to explore topics for an hour. Each section will feature a topic as designated by individual faculty. Limited to students in their first semester at Heidelberg. (Fall)

102. **AIM Hei** (0 sem. hrs.). This is a continuation of the mentoring program to provide students with a structured framework within which they can: 1. design and implement a program of study – both inside and outside the classroom – aimed at achieving the learning goals the University has for its graduates; 2. Define, explore, and reflect upon their academic, personal, and professional goals and relate those goals to Heidelberg and beyond. Prerequisite: HEI 101.

103. **AIM Hei** (0 sem. hrs.). This is a continuation of the mentoring program. The HEI 201 requirement consists of a sophomore conference on the Saturday before fall classes begin. Attendance is required at the conference to earn a Passing grade. Students who are unable to attend the conference must petition to the AIM Hei
committee to be excused and with with the committee and their AIM Hi mentor for appropriate replacement sessions during the Fall. (Fall). This course is open to Freshmen and Sophomores only. (Fall)

109. World Civilization History (W)(H)(G) (3 sem. hrs.). Survey of world history from prehistory to 1648. Prerequisites: Open to Freshmen and Sophomores only. (Fall)

110. History of America Since 1865 (W)(H)(G)(3 sem. hrs.). Survey of United States history from the Civil War to the present. Prerequisites: Open to Freshmen and Sophomores only. (Spring)

110. The Ohio Heritage (2 sem. hrs.). Survey of the economic, demographic, and political development of Ohio. (Fall, odd- even years)

112. The Public Historian’s Craft (R)(W)(H) (3 sem. hrs.). The definition, philosophy, and evolution of public history as well as the current literature and debates within the field. Emphasis will be placed on the application of theories of public history to real- world situations as they explore what public audiences know about the past and how the public gained that knowledge. (Fall, odd- even years)

113. The Historian’s Craft (3 sem. hrs.). This course focuses on the methodology of studying the past, and explores some fundamental components of historical thinking, including context and causation, methods of historical analysis, issues of truth and objectivity, and conflicting interpretations. (Spring, odd- even years)

114. Issues in History (1-3 sem. hrs.). The study of selected issues in history.

310. The Greco- Roman World (R)(W) (3 sem. hrs.). Examination of ancient Greek, Hellenistic, and Roman civilizations placing particular emphasis on culture, religion, and the dynamic history of the ancient Mediterranean. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Fall, even- odd years)

310. The American Presidency (3 sem. hrs.). Study of the creation and development of the presidency, from George Washington to the current occupant of the White House. Students with credit in HIS 220 will not receive credit for HIS 310. (Fall of Presidential Election Years)

311. Medieval Europe (R)(W) (3 sem. hrs.). One of the most misunderstood periods in European history, the Middle Ages (sometimes called the Dark Ages) was a dynamic and turbulent period in history. Through the study of Medieval European history (450-1400 C.E.), this course will challenge common stereotypes and misconceptions about this period. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Spring, even- odd years)

312. Renaissance and Reformation (R)(W) (3 sem. hrs.). This course examines the Italian Renaissance and Protestant Reformation. Emphasizing the period from 1400- 1650, this course will explore the cultural transformations of the Renaissance, the religious upheaval of the Reformation, and the political, social, and cultural unrest that resulted from both. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Fall, odd- even years)

313. Modern Europe (R)(W) (3 sem. hrs.). Beginning with the Enlightenment and French Revolution, this course will explore the development of Europe’s modern nation states, emphasizing the transformations facilitated by revolution and war. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Spring, odd- even years)

314. Ancient East Asia (R)(W) (3 sem. hrs.). This course explores the ancient history of China, Korea, Japan, and Southeast Asia, placing emphasis on the development of social and political institutions that shaped the history of East Asian societies. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Fall, odd- even years)

316. Politics and History of the Middle East (W)(R)(H)(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. These Arab- Israeli conflicts, disputes between Shia’s and Sunni’s, political Islamic militancy, i.e., Jihadism, resources (particularly oil, natural gas, and water), and foreign (especially American) involvement. (Students with credit for POL 283 or POL 383 will not receive credit for HIS 316) (odd- even years)

317. Politics and History of East Asia (R)(W)(G) (3 sem. hrs.). A study of the development of East Asian civilizations from 1600 to the present, focusing on colonialism, wars of independence, nation- building, and modernization. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Spring, odd- even years)

318. History of Africa (3 sem. hrs.). Study of Africa from prehistory to the modern day. (Fall, every- other odd- even year)

320. The American Presidency (3 sem. hrs.). Study of the history of the American presidency, focusing on the history of presidential campaigns, the role of the cabinet, and the role of the president in American foreign policy. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Spring, every other odd- even years)

321. History of England (R)(W) (3 sem. hrs.). Beginning with the Roman conquest, this course explores the history of England through the medieval, early modern, and modern periods. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Spring, every other even- odd year)

322. Twentieth Century America (3 sem. hrs.). Study of Antebellum Era, Civil War, and Reconstruction. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Fall, odd- even years)

323. American History (3 sem. hrs.). Study of the African- American experience in the United States from the colonial era to the end of the Civil War. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Fall, odd- even years)

325. African- American History (3 sem. hrs.). Study of the African- American experience in the United States from the colonial era to the present. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Spring, odd- even years)

326. Women in America (3 sem. hrs.). Study of the role of women in America from the colonial era to the present. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program. (Spring, even- odd years)

327. Topics in History (3 sem. hrs.). Study of selected topics in history for juniors, seniors, and history majors stressing historiography and interpretation.

401. Independent Study (1-3 sem. hrs.). A student may, subject to the instructor’s consent, pursue an independent course of study and write reports, or conduct research. Open to students of demonstrated ability.

405. Seminar: Historical Research and Interpretation (3 sem. hrs.). The students will do independent research in a historical topic of their choosing. Prerequisites: Sophomore standing and WRI 101 and COM 100; WRI 101; HIS 223. Open to seniors. Juniors by permission only. Fulfills Capstone requirement. (Fall)

475, 476. Honors Course (3 sem. hrs.). Series available to achieve Departmental Honors.

HNR- Honors Program

103. The Scholar Seminar (2-4 sem. hrs.). Topic relating to the theme to be developed by instructor. Prerequisite: Honors Program student or permission of instructor. (Fall, Spring)

111. Introduction to the Life of the Mind (1 sem. hr.). Introduction to the themes, requirements, and policies of the Honors Program. Prerequisites: Sophomore standing and Honors Program student. (Fall, Spring)

203. The Scientist Seminar (2-4 sem. hrs.). Topic relating to the theme to be developed by instructor. Prerequisite: Honors Program student or permission of instructor. (Fall, Spring)

205. The Artist Seminar (2-4 sem. hrs.). Topic relating to the theme to be developed by instructor. Prerequisite: Honors Program student or permission of instructor. (Fall, Spring)

307. Service- Learning and Civic Engagement Seminar (1 sem. hr.). Directed reflection on service experiences in spoken and written forms. Prerequisites: Honors Program student. (Fall, Spring)

404. Internships (0-15 sem. hrs.). Special permission of the department is required. Examples of internships: working in museums or archives, pre- law, local government service.

475, 476. Honors Course (3 sem. hrs.). Series available to achieve Departmental Honors.

HHP- Human Performance and Sport Studies

050x. Intercollegiate Sport Activity (P) (0 credit hours). This is a sport, non- academic course; however, one
session may be used to complete one Personal Health and Wellness general education requirement in the activity.

100X. Activity Classes [P]. Designed to educate students on the history, trends, 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 hour graduation requirement.

100A. Baseball
100B Women’s Basketball
100C Men’s Basketball
100D Women’s Cross Country
100E Men’s Cross Country
100F Football
100G Women’s Golf
100H Men’s Golf
100I Women’s Soccer
100J Men’s Soccer

100X. Activity Classes [P]. Designed to educate students on the history, trends, 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 hour graduation requirement.

101A Lifetime Activity: Bowling (5 credit hour)
101B Lifetime Activity: Golf (5 credit hour)
101C Lifetime Activity: Racquetball (5 credit hour)
101D Lifetime Activity: Archery (3 credit hour)
101E Lifetime Activity: Badminton (5 credit hour)
101F Lifetime Activity: Tennis (5 credit hour)
101G Lifetime Activity: Juggling (5 credit hour)
101H Lifetime Activity: Weight Training (5 credit hour)
101I Lifetime Activity: Aerobics (1 credit hour)
101J Lifetime Activity: Scuba Diving (1 credit hour)
101K Lifetime Activity: Ballroom Dancing (1 credit hour)
101L Lifetime Activity: Latin Dancing (1 credit hour)
101M Lifetime Activity: Karate (1 credit hour)

102X. 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 abuse. Students also examine the basis for alcohol, tobacco, and drug use. Course also includes technological retrieval of health information resources. (Fall, Spring)

116. Health and Wellness [P] (2 sem. hrs.). The study of personal health and wellness issues. The course will provide 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, Spring)

121. Recreational Activities (2 sem. hrs.). Practice and methods of teaching skills in recreational and lifetime activities. Study of the rules, history and place in physical education, intramural and recreational programs. (Fall)

203. Coaching Techniques (2 sem. hrs.). Detailed study of the philosophy and psychology of coaching competitive athletics with particular attention to motivation, problems in dealing with athletics, problems facing athletes and research findings in specific sports. (Fall)

210–216. Teaching of Sports (1 sem. hr.). Courses are designed to provide students with the basic knowledge necessary to construct and teach a unit on the sport in a physical education class. Content to include basic fundamentals in skills, rules and strategies.

204. Teaching of Basketball
205. Teaching of Volleyball
206. Teaching of Soccer

207. Teaching of Softball
208. Teaching of Track and Field
209. Teaching of Tennis
210. Teaching of Swimming

210X. Internship (0-15 sem. hrs.). Practical experience in setting outside the university. Requires departmental approval. Prerequisite: COM 100; WRI 101. (Spring)

212. History of Sport and Fitness (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)

215. 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. (Fall, Spring)

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, Spring)

220. Introduction to Sport Management (2 sem. hrs.). An introduction into the scope and fundamentals of sport management. Topics, specific to the sport industry, will include career opportunities, human resource management: policy, facility management, marketing and finance. (Fall, Spring)

225. Community Health (2 sem. hrs.). Designed to provide students with direction and answers in the field of community health. Course will focus on health issues in the community such as drug abuse, nutrition, environmental health, violence prevention and disease. The course also addresses appropriate responses to health-related issues. In addition, needs assessed related to current program evaluation and evaluation will be addressed. Prerequisites: ATR, HPD, HSC, SPO majors; Wellness minor; others by permission. (Spring)

250. Health, Nutrition, Safety: Early Childhood (2 sem. hrs.). Integration of topics related to health, nutrition, and safety via developmentally appropriate learning experiences within the early childhood curriculum is the focus. Safety at school and in the home and community is developed in all areas of instruction along with nutrition, safety, and first aid. Appraisal and reporting procedures 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 225. (Fall)

302. Administration and Organization of Physical Education (2 sem. hrs.). Study of organizing and implementing a physical education program in elementary and secondary schools and colleges. Management, coordination and scheduling of physical activities as well as legal liability will be examined. Prerequisite: Junior or Senior Standing; COM 100; WRI 101. (Spring)

304. Facility and Event Management (2 sem. hrs.). Designed to provide an overview of sports facility and event management. Topics include planning, design, operation, maintenance, security, scheduling and risk management are presented. Prerequisite: HIP 211; Junior standing. (Spring)

306. Nutrition (3 sem. hrs.). Principles of basic nutrition and nutritive needs in successive stages of life with special application for HHP majors, future coaches and athletes. Prerequisites: Sophomore standing; ATR, HPD, HSC, SPO majors; Wellness minor; others by permission. (Spring)

307. Nutrition II (2 sem. hrs.). Students will develop a deeper knowledge of nutrition. Application skills for individuals, groups and organization will be presented. Prerequisite HHP 306 (Fall)

313. Measurement and Evaluation in Health and Physical Education (3 sem. hrs.). A functional approach to tests and measurements in health and physical education designed to encourage critical evaluation 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 Health Program (R/W) (2 sem. hrs.). Content addresses the administration of school health programs. Elements addressed are health services, health education, healthy environment, physical education, food services, counseling, health promotion programs, and integration of school and community activities. Also addressed are issues of sociological, environmental, cultural and socio-economic influences on health program planning and evaluation. Prerequisite: COM 100; WRI 101. (Spring)

315. Legal Aspects of Sport (R/W) (2 sem. hrs.). designed for the sport management major to include major legal areas in the sport setting. Prerequisite: HIP 211; Junior standing (Spring)

316. Sport and Society (R/W) (2 sem. hrs.). Explores the dynamic relationship of sport, culture and society. Prerequisite HHP 211, Junior standing. (Spring)

317. Early Movement Experiences (2 sem. hrs.). This course concentrates on developmentally appropriate practices in movement education for early learners, ages 3–5. Included in the topics is the assessment of gross motor skills of this population. (Fall)

318. Methods of Teaching Elementary Physical Education (3 sem. hrs.). A study of aims and objectives of health and physical education, 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)

321. 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)

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)

323. Early Childhood Education (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 confinements of faculty time. Open to juniors and seniors. Permission of Department Chair is required.

324. 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. (Fall, Spring)

344. Adaptive Physical Education (R/W) (2 sem. hrs.). Study of the specific problems encountered in teaching physical education to children with physical impairments. Appropriate field-based experience is required. Prerequisite: Junior standing. (Fall)

419. 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. 
110. Foundations of Professional Practice (1 sem. hr.) This course is designed to expose students to the foundational ethics expected of healthcare professionals and to the foundational knowledge related to evidence-based medical practice. Prerequisites: Freshman or Sophomore standing, ATR, HHP, HSC, SPG majors only, others by permission. (Fall/Spring)

150. Medical Terminology (1 sem. hr.) This course is designed to expose the student to basic medical terminology. It provides a foundation for interpretation, documentation, and communication within the medical field. The course will focus on medical word parts (prefixes, suffixes, and combining forms) and their application in the treatment of human diseases. Prerequisites: ATR 213. Students with credit in ATR 290 may not receive additional credit in this course. (Spring)

290. Applied Pharmacology and Pathology (R)(W) (3 sem. hrs.) Students will learn basic internal human anatomy to familiarize them with the common maladies and conditions seen in primary care. Students will then learn how pathologies affect the symptoms and signs of the patient. Prerequisite: ATR 213. This course is designed to introduce the student to basic medical terminology. It provides a foundation for interpretation, documentation, and communication within the medical field. The course will focus on medical word parts (prefixes, suffixes, and combining forms) and their application in the treatment of human diseases. Prerequisites: ATR 213. Students with credit in ATR 290 may not receive additional credit in this course. (Spring)

360. 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 ethics and legal considerations, as well as professional practice. This course includes both lecture and practical laboratory applications. Students who have credit for HSC 260 are not eligible to take HSC 360 for credit. Prerequisites: ATR 213 and HSC 290. (Spring)

370. Internship in Health Sciences (0.15-1 sem. hrs.) This course gives upper-class health science majors an opportunity for academic-related experience central to the student’s desired professional setting and career. The internship should enhance the student’s intellectual development through the application of knowledge. This program cannot be totally observational. Prerequisites: HSC 150, 290, and approval from the Department Chair. A minimum cumulative grade-point average of 2.5 is required. An internship contract must be completed and on file in the Internship office before registration. This course is required for credit towards the hours required of the HSC major.

390. Applications of Professional Practice (1 sem. hr.) Students will be exposed to the knowledge, skills, desired characteristics and behaviors of the entry-level health care provider. Responsibilities, professional development, national and state regulatory agencies, professional standards, and national certification examinations will be discussed. Students will learn how to use the breadth of their liberal arts abilities to promote patient care. Prerequisite: ATR 213. This course is designed to introduce the student to basic medical terminology. It provides a foundation for interpretation, documentation, and communication within the medical field. The course will focus on medical word parts (prefixes, suffixes, and combining forms) and their application in the treatment of human diseases. Prerequisites: ATR 213. Students with credit in ATR 290 may not receive additional credit in this course. (Fall)

425. Healthcare Seminar [R][P] (2 sem. hrs.) This course is designed to introduce the healthcare student to various medical conditions and disorders. It will involve lectures and discussions led by allied health professionals in different areas of specialization. Prerequisites: COM 100, WR 101, ATR, HHP, HSC, SPG majors only, others by permission. Students with credit in ATR 425 may not receive additional credit in this course. (Fall)

426. Special Topics in the Health Sciences (1-3 sem. hrs.) The department offers a variety of courses on special health science topics of interest to upper level students and staff. The topics concern areas not traditionally stressed in other department courses. In general, the courses will be offered in response to student demand and within the confines of faculty time. Prerequisites: Junior standing. (Fall, Spring)

450. Kinesiology and Biomechanics of Exercise (3 sem. hrs.) Study of human movement as it pertains to muscular actions, articulations and laws of motion. Emphasis is on the biomechanical factors that affect performance during physical activity. Prerequisite: ATR 213; BIO 235 or 236. Students with credit in ATR 477 or HHP 444 may not receive additional credit in this course. (Fall)

458. Healthcare Administration (R) (2 sem. hrs.) This course will provide the knowledge, skill and values required of the entry-level health care provider to develop, administer and manage a healthcare facility and assume a holistic perspective of the physically active. Prerequisite: Senior status. Students with credit in ATR 485 may not receive additional credit in this course. (Spring)

467. Exercise Physiology (R)(W)(N) (3 sem. hrs.) An examination of the scientific basis of human physiology in relationship to acute and chronic bouts of exercise, physical activity, and work. Sample topics to be covered will be stress and exercise, neuromuscular, cardiovascular and pulmonary adaptations to exercise, and body composition. Prerequisites: Senior status and BIO 235 or 236. Students with credit in ATR 487 may not receive additional credit in this course. (Spring)

490. Research Methods in Health Sciences (W) (2 sem. hrs.) Students will gain an understanding of research methods used to study effectiveness of healthcare skills and practices. Students will also learn how to build and expand knowledge for development and improvement of healthcare by academicians and clinicians at all levels. Course topics will include examining measurement instruments, sampling procedures, research designs, data analysis methods, program evaluation methods, quality assurance methodologies, ethical issues, and the writing of research reports. The course will also help students develop the critical skills necessary to interpret and to convey research results. Prerequisite: ATR, HSC, HHP and SPO seniors only; COM 100, WR 101. Students with credit in ATR 490 may not receive additional credit in this course. (Fall)

ITS - International Studies

370. International Seminar (0-15 sem. hrs.). Prerequisite: Senior standing. Qualified students may receive credit for off-campus experience. Approval of ITS Committee Chair is required. (Fall)

401, 402. Independent Study (1-4 sem. hrs.). With the instructor’s approval the student may do independent reading or research.

490. Capstone Research Seminar. (3 sem. hrs.) A seminar experience for juniors and seniors majoring or minoring in International Studies that draws upon academic and off-campus experiences. Each student will be required to develop a thesis topic, write an essay and work on a semester portfolio or research paper. Prerequisite: ITS major, or minor, or permission of instructor. Open to juniors and seniors. (With permission, this course may be accepted as meeting the capstone requirement for either International Studies or Political Science.) (Spring, odd-even years)

LIT - Literature

102. Literary Genres (R)(W)(H) (3 sem. hrs.). Study of techniques of literary analysis applied to the major genres: fiction, poetry and drama; and practice in writing the critical paper. Required of all majors. Students with credit in ENG 102 may not earn credit for this course. Receiving Advanced Placement credit for LIT 102 does not include credit for either ENG 101 or 102. (Fall, Prerequisite: WR 101, exemption exam.) (Spring)

153. Literary Theme: The Individual Versus Society (R)(W)(H) (3 sem. hrs.). The examination— in reading, writing and speaking— of the theme of perennial importance in world and U.S. literature. Students with credit in ENG 151 may not earn credit for this course. (Fall, odd-even years; Spring, even-odd years)

152. Literary Theme: Literature Into Film (R)(W)(H) (1 sem. hrs.). Exploration of works of literature which have been adapted for film. After reading and analyzing the literary texts, we will examine the film adaptations of each work. The reading list will include the genres of drama, the short story, and the novel. Students will gain insight into the creative processes of writing and filmmaking and a greater appreciation of how the written word morphs into a visual art form. Students with credit in ENG 152 may not earn credit for this course. (Fall, even-odd years; Spring, odd-even years)

153. Literary Theme: Fantasy (R)(W)(H) (3 sem. hrs.). The examination— in reading, writing and speaking— of the theme of fantasy in world and U.S. literature. Will include study of classic and contemporary fantasy literature, along with works pushing the edges of the genre. Students with credit in ENG 153 may not earn credit for this course. (Fall, odd-even years; Spring, even-odd years)

155. Literary Theme: Literature and Nature (R)(W)(H) (3 sem. hrs.). The examination— in reading, writing and speaking— of the theme of nature in world and U.S. literature. Recommended as partial fulfillment of Heidelberg’s Humanities requirement. Prerequisite: All course in LIT beyond odd years; Spring, odd-even years.

205. Literature of the Ancient World (R)(W)(H) (3 sem. hrs.). Study of biblical, classical and medieval works with focus on such genres as the comedy, the epic, and the tragedy. Prerequisites: Sophomore, Junior, Senior status; select first-year students by permission with a previous ENG, WR, or LIT course. Students with credit in ENG 205 may not earn credit for this course. (Fall, even-odd years; Spring, odd-even years)

221. British Literature to 1798 (R)(W)(H) (3 sem. hrs.). Study of the literature of England in the Medieval age, the Renaissance and the Stuart Neoclassical period. Students with credit in ENG 221 may not earn credit for this course. (Fall, even-odd years; Spring, odd-even years; Fall, odd-even years)

222. British Literature, 1798 to the Present (R)(W)(H) (3 sem. hrs.). Study of the literature of England in the Romantic Age, the Victorian period and the 20th century. Students with credit in ENG 222 may not earn credit for this course. (Fall, even-odd years; Spring, odd-even years; Fall, even-odd years)

231. American Literature to 1860 (R)(W)(H) (3 sem. hrs.). Examination of the literature of the colonial and Revolutionary periods. Students with credit in ENG 231, 232 may not earn credit for this course. (Spring, odd-even years)

232. American Literature, 1860 to the Present (R)(W)(H) (3 sem. hrs.). Study of writers beginning with the Realistic and Naturalistic periods. Students with credit for ENG 232, 232 may not earn credit for this course. (Spring, even-odd years)

291. Introduction to Literary Theory (R)(W)(H) (3 sem. hrs.). Introduction to the writing, theory and research practiced by academic scholars in literary studies. Includes study of academic standards, professional secondary sources, research methods, program evaluation, qualitative and quantitative research, ethical issues, and the writing of research reports. The course will also help students develop the critical skills necessary to interpret and to convey research results. Prerequisites: COM 100, WR 101, exemption exam or Honors Program. Students with credit in LIT 291 may not earn credit for this course. (Fall, odd-even years)

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: WR 101, exemption exam, or Honors Program.

H e i d e l b e r g  U n i v e r s i t y
306. African American Literature [R][W][H][G] (3 sem. hrs.). Survey of varied African-American oral and written traditions including drama, fiction, personal narrative, poetry, and musical forms. Students with credit in ENG 306 may not earn credit for this course. Prerequisite: WRI 101, exemption exam, or Honors Program. (Spring, odd–even years)

307. Studies in Literature by Women [R][W][H][G] (3 sem. hrs.). Focused study of literature written by women in a specific period. Students with credit in ENG 307 may not earn credit for this course. Prerequisite: WRI 101, exemption exam, or Honors Program. (Spring, even–odd years)

308. 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. Students with credit in ENG 308 may not earn credit for this course. Prerequisite: WRI 101, exemption exam, or Honors Program. (Fall, odd–even years)

309. 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. The course may be repeated once with a different subtitle. Prerequisite: WRI 101, exemption exam, or Honors Program. (Fall, odd–even years)

310. Shakespeare [R][W][H] (3 sem. hrs.). Study of several Shakespearean plays. Students with credit in ENG 310 may not earn credit for this course. Prerequisite: WRI 101, exemption exam, or Honors Program. (Fall, even–odd years)

311. Studies in American Literature [R][W][H][G] (3 sem. hrs.). Focused study of a period, movement, genre, or author in American Literature. This course may be repeated once with a different subtitle. Prerequisite: WRI 101, exemption exam, or Honors Program. (Spring, odd–even years)

312. Advanced Media Writing: Journalism [R][W][H][G] (3 sem. hrs.). Instruction and practice in journalistic writing; possible topics include short films, television scenarios, and news packages. Prerequisite: MED 205. (Spring on a rotating basis)

313. Advanced Media Writing: Books [R][W][H] (3 sem. hrs.). Instruction and practice in script writing; possible topics include public service announcements, print ads, and press releases. Prerequisite: MED 205. (Spring on a rotating basis)

315. Advanced Media Writing: Online Media [W] (3 sem. hrs.). Instruction and practice in online media writing; possible topics include blogs, tweets, and wikis. Prerequisite: MED 205. (Spring on a rotating basis)

322. Media Criticism: Film [F] (3 sem. hrs.). Study and application of the theories used to critically analyze film. Students with credit for MED 255 will not also receive credit for 322. Prerequisite: MED 156 or one of MED 161, 162, 163, or 164. (Fall on a rotating basis)

323. Media Criticism: Television [H] (3 sem. hrs.). Study and application of the theories used to critically analyze television content. Students with credit for MED 356 will not also receive credit for 323. Prerequisite: MED 156 or one of MED 161, 162, 163, or 164. (Fall on a rotating basis)

324. Media Criticism: Online Media [H] (3 sem. hrs.). Study and application of the theories used to critically analyze online media content. Prerequisite: MED 156 or one of MED 161, 162, or 163. (Fall on a rotating basis)

325. Media Criticism: Popular Culture [R][W][H][G] (3 sem. hrs.). Study and application of the theories used to critically analyze popular culture texts and practices (including holidays, rituals, celebrities, heroes, language, fashion, and sports as they are experienced through the media). Students with credit for COM 346 will not also receive credit for MED 357. Prerequisites: MED 156 or one of MED 161, 162, or 163. (Fall on a rotating basis)

345. Selected Topics (1-3 sem. hrs.). Study of selected topics in media. (Offered occasionally)

357. Media Management (R)(W)(H) (3 sem. hrs.). Examination of factors related to media management, including organizational structures, leadership, sales, and advertising. Students with credit for MGMT 357 will not also receive credit for MED 357. Prerequisites: MED 156. (Spring, odd–even years)

369. Practicum: On-campus practical media experience to be chosen from one, two or all of MED 369A, 369B or 369C. May be repeated for a combined total of no more than 6 sem. hrs.

369A. Newspaper Practicum (1 to 3 sem. hrs.). Contribute to The Kilkilik student newspaper; contributions could include writing, editing, photography, layout, and/or illustrations. Arranged with The Kilkilik advisor. (Fall, Spring)

369B. Radio/TV Practicum (1 to 3 sem. hrs.). Contribute to WHEI-FM, WHEI-TV, and/or other Media Communication Center initiatives; contributions could include on-air talent, data entry, graphics creation, lighting, and/or camera operation. Arranged with the Media Communication Center Director. (Fall, Spring)

369C. Digital Media Practicum (1 to 3 sem. hrs.). Proposed on-campus practical media experience. Arranged with a designated faculty member in the Department of Communication and Media. (Fall, Spring)

370. Internship (0–15 sem. hrs.). Off-campus practical media experience. May be repeated for a total of no more than 15 sem. hrs. Prerequisite: Approval by instructor. (Fall, Spring)

375. Media Law and Ethics (R)(W)(H) (3 sem. hrs.). Examination of principles and case studies related to such legal and ethical issues as prior restraint, corporate and commercial speech, libel and slander, obscenity, and intellectual property. (Spring, odd–even years)

451. Independent Study (1-3 sem. hrs.). Individual research under the direct supervision of a departmental faculty member. Opportunity for advanced work in any of the media areas of special interest to the student. Prerequisite: Permission of the instructor. (Fall, 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 applications that will prepare students for management positions in business or other organizations. The course includes general management principles and introduction to management information systems, organizational structures, leadership, sales, and advertising. Prerequisite: ACC 201, ECO 251, 252, MTH 115, 210, WRI 101, COM 100, with a C- or better in each class; or ACC 201, ECO 251, 252, MTH 115, 210, WRI 101, COM 100, and HHP 230; or ACC 201, ECO 251, 252, MTH 115, 210, WRI 101, COM 100, and MED 156. Students with BAE 407 credit will not receive additional credit for this course. (Spring, Fall)

305. Organizational Behavior (R) (3 sem. hrs.). The responsibilities, activities, and the laws which affect human resource management 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, Fall)

340. Human Resources Management (R) [W] (3 sem. hrs.). An emphasis on the practical aspects of 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, Fall)
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MTH 117. (Spring) 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)

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, ECON 360, MTH 360, MKT 302, with a C- or better in each class. Students with BAE 359 credit will not receive additional credit for this class. (Fall, Spring)

325. Consumer Behavior (W)(S) (3 sem. hrs.). This course is designed to present an overall view of the factors influencing consumer action, current theories and the 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 managers’ promotional communications holistically. The course is designed to provide an overview of IMC and its role in the planning, execution and evaluation of the marketing communications plan. Topics include: media and message planning, media strategy, media selection and placement, media measurement and evaluation. Prerequisite: MKT 301. (Fall, Spring)

121. Elementary Functions (Q) (3 sem. hrs.). Study of elementary functions, their graphs and applications, including polynomials, rational functions, exponential, logarithmic and trigonometric functions and plane analytic geometry. This course does not fulfill any requirements of the mathematics major, nor does it fulfill the prerequisite requirement for MTH 210. A graphing calculator is required. Prerequisite: Recommendation of the Mathematics Department, or MTH 115. (Fall, Spring)

404. Real Analysis (Q) (Odd-even years) 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 of the requirements for the mathematics major. A graphing calculator is required (TI-83+ or -84+ or -82+). Prerequisite: MTH 115 or 118. (Fall, Spring)

222. Calculus I (Q) (Odd years). The development of the concepts of limit, continuity and derivatives, and the associated derivative techniques. Applications to the study of motion, optimization, and related concepts in other areas of the natural and social sciences are included. A graphing calculator is required. Prerequisite Placement or MTH 121. (Fall, Spring)

223. Calculus II (3 sem. hrs.). The development of the concepts of the definite and indefinite integral, the fundamental theorem of calculus, applications to area, volume and related physical concepts, use of integrals to extend our knowledge of the transcendental functions: logarithmic, exponential and inverse trigonometric functions. A graphing calculator is required. Prerequisite: MTH 222. (Fall, Spring)

302. Ordinary Differential Equations (3 sem. hrs.). Solutions of differential equations of the first order and first degree, regular solutions. Existence of differential equations, integration in series, systems of equations and Laplace transforms. Prerequisite: MTH 223. (Fall, odd-even years)

303. Linear Algebra (3 sem. hrs.). Finite-dimensional vector spaces, matrix theory, linear transformations, systems of linear equations and quadratic forms. A graphing calculator is required. Prerequisite: MTH 222. (Spring, odd-even years)

304. College Geometry I (3 sem. hrs.). A study of finite geometries and graph theory, the axiomatic development of Euclidean geometry, and a brief introduction to non-Euclidean geometry. The course also presents the history of the development of both Euclidean and non-Euclidean geometry. A graphing calculator is required. Prerequisite: MTH 222. (Spring, 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 occasionally)

307. Calculus III (3 sem. hrs.). Advanced techniques of integration, sequences and series, parametric and polar coordinate systems, vector analysis, and analytic geometry of three dimensions. A graphing calculator is required. Prerequisite: MTH 223. (Fall)

308. Calculus IV (3 sem. hrs.). Vector-valued functions and curves in 3-space, functions of several variables and partial derivatives, multiple integrals and applications. If time allows, additional topics in vector analysis will be covered. A graphing calculator is required. Prerequisite: MTH 227. (Spring, odd-even years)

10. 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, even-odd years)

11. 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, even-odd years)

321. Independent Study (2 sem. hrs.). Open to juniors or seniors of proven ability. Topics chosen from the field of analysis, topology, geometry or number theory according to a student’s interest. A maximum of four hours is permitted. (Offered occasionally)

310. Mathematical Communication Skills (3 sem. hrs.). Students will learn to use appropriate terminology and notation in writing and speaking about mathematical ideas, proofs, and journal articles. Students will be required to attend a talk outside of scheduled class hours. Prerequisite: Must be taken concurrently with MTH 302, 303, 305, 308, or 312; COM 100; WRI 101. Open to juniors and seniors. (Offered occasionally)

201. 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, even-odd years)

202. Topology (3 sem. hrs.). An introduction to point set topology, topological and metric spaces and their properties. Prerequisite: MTH 308. (Fall, odd-even years)

303. 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, odd-even years)

304. 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, even-odd years)

305. Mathematical Communication Skills (3 sem. hrs.). An introduction to the communication of mathematical ideas, proofs, and journal articles. Prerequisite: MTH 308. (Spring, odd-even years)

475, 476. Honors Course (3 sem. hrs.). (Offered occasionally) Series available to achieve Departmental Honors. (3 sem. hrs.) This course will satisfy the capstone requirement for the math major. Students

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Heidelberg University

Course Descriptions

Heidelberg University
MUS - Music

001, 002. Instrumental Ensemble (1 sem. hr.). Two semesters of Instrumental Ensemble (1 of band and 1 of orchestra) are required for all non-instrumental music education majors. This requirement must be completed prior to student teaching.

005. Music Education Lab (0 sem. hrs.). Bi-weekly laboratory meeting emphasizing methodological, professional development, and the development of teaching skills in music classrooms at all levels. Lab includes observation of practice teaching, reflection upon personal skills, and sharing of teaching experiences. (Fall, Spring)

091. Piano Proficiency Level I (0 sem. hrs.). All music majors must demonstrate a level of piano proficiency appropriate to their degree program as a graduation requirement. The piano proficiency evaluates proficiency in the following areas: technique, sight-reading, chord progressions, melody harmonization, and solo repertoire. Piano proficiency is required for music majors enrolled 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 125, 126 or 285/185/186. A student must pass the MUS 091 proficiency before registering for MUS 339. Piano for Composition Majors. Students in the BA/BSP programs must pass the proficiency as a graduation requirement. Open to music majors only.

091. 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, 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 286, 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.).

104. Introduction to Piano Performance (0 sem. hrs.). This course involves group piano lessons, where various aspects of piano skills are introduced and refined. Skills developed will include: note literacy, basics of music theory, harmonization, sight-reading, solo repertoire, and ensemble playing. Introduction to piano is not a part of a music degree and will not count towards it. It is a preparatory piano level course that serves to introduce piano skills to music majors and non-majors. This class does not count as a music credit for music majors.

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 style will be examined 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. hrs.). Introduction to methods and techniques used in teaching music to students ages 3-21, including the development of teaching 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 understanding 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.

117. 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. (Fall, Spring)

121-122, 221-222. Music Theory I-IV (MUS 121-122, 221-222: 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 combinations is emphasized. Written and oral skills in music theory are included. Music majors must enroll in both Music Theory I 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. (Fall, Spring)

223-224. Aural Training I-IV (MUS 123-124, 223-224: 2 semester hours per course, 2 contact hours. MUS 224: 1 semester hour, 2 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 sight reading skills. Exercises in major and minor scales, intervals, and chord progressions are emphasized. Written and oral skills in music theory are included. Music majors must enroll in 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. (Fall-Spring)


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)

144. Musical Theatre (F) (1 sem. hrs.). Introduction and experience in performance and production of a full opera or musical theatre performance. Specific attention to musical and character preparation of a complete opera or musical theatre role and production problems of mounting a full production. This course is required for choralists and small principal roles within an opera or musical theatre. This course may be repeated for credit up to four times. Prerequisites: By audition or permission of the instructor only. (Fall)

149. Understanding and Enjoying Music (F) (3 sem. hrs.). This course is designed to help students critically listen to and develop an enjoyment of music’s rich history. Students will understand, recognize and enjoy a wide variety of music forms and explore the Theory/Composition of music that has achieved high standards of artistry. Vocabulary and listening, group discussion, performance opportunities and lecture experiences. Students will develop an understanding of significant composers and musicians, as well as music’s contributions to the overall history of Western culture. This course is designed for non-music majors. Music majors will not receive elective credit for this course. (Spring, odd-years)

151. American Musical Theater (F) (3 sem. hrs.). This course explores the history and development of American Musical Theater as a unique art form, from its origins in opera and operetta, to contemporary Broadway-style productions. It will include the historical development of musical theater, with emphasis on its relation to American culture. It will examine the evolution of plot, lyrics, and musical styles in both comedy and drama. Students will have direct experience with musical theater by viewing live and recorded performances. (Fall, odd - even years)

152. American Popular Music (F) (3 sem. hrs.). This course explores the roots, history, and development of popular music forms in the United States, from the early influences of Vaudeville and Tin Pan Alley, through early rock “n” roll, the effects of the “British Invasion” on American music, the rise of “Country” music, and other contemporary styles. The course will have an emphasis on the relationship of the music to American culture. Students will have direct experience with listening to, analyzing, and possibly creating popular forms of music. (Spring, even - odd years)

153. Music in the Movies (F) (3 sem. hrs.). An introduction to the history and development of music in film, from the Silent era through contemporary cinema. Through readings, lecture, class discussion and film viewing, students will begin to understand the relationship between music and the visual images that are presented on the screen. The course will also demonstrate how musical styles change and expand in the service of this relationship. (Spring, odd - even years)

154. Jazz in America (F) (3 sem. hrs.). This course explores the history and development of jazz music, including blues, gospel, African forms, and other popular music which contributed to the development of jazz. It will trace the historical growth of jazz, with an emphasis on jazz styles as a reflection of American culture. It will also examine the effects of segregation and racism on the growth of jazz, and the seminal role of African-American musicians in the development of jazz. The improvisatory nature of jazz will be examined by the students, and students will attend live performances and have direct experience with jazz improvisation. (Fall, even - odd years)

159. Introduction to Music Therapy (3 sem. hrs.). An overview of the field of music therapy, including working with diverse populations, varied approaches to therapeutic musical practices, and professional program skills and characteristics required of practicing music therapists. (Fall, odd - even years)

161. Composing with Digital Music Technology (2 sem. hrs.). Introduction to the basic principles of synthesis through the use of contemporary software programs. Studies in the course will include elementary principles of musical sound and acoustics as they apply to the production of electronic music. Students will undertake creative projects related to the development of skills in sequencing and recording. Completion of MUS 121- 124 strongly recommended. Prerequisite: MUS 115 or permission of the instructor.

163. Beginning Voice Class (1 sem. hr.). Fundamental vocal technique for singing, especially for the music educator. Introduction to the body for singing, breath mechanics, tonal resonance and registration, diaphragm function and vocal efficiency. Practical application of technique to beginning song literature. One lecture and one lab session per week. Prerequisite: Open only to non-voice Music Education Majors. (Fall)

185/186 & 285. (2 sem. hrs.) & 286 (1 sem. hr.). Piano Class. This sequence emphasizes the development of keyboard skills needed in the public classroom, college classroom and private studio, for accompanying and for improvisation. Technique, development of readiness, keyboard, sight-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 Education Majors only. Courses must be taken in sequence.

200. Major Ensemble (F) (1 sem. hr.).
16th century, with particular emphasis on Bach's style. Writing of inventions and fugues. Prerequisite: MUS 222, 224 or permission of the instructor. (Spring, even-odd years)

211. Journey of the Blues (F) (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 suburbs. Students may have the option to participate in a class trip to the Mississippi Delta. Students with credit in Special Topics: Journey of the Blues will not receive additional credit. (Fall)

213. World Music (R)(W)(G) (2-3 sem. hrs.). An introduction to the discipline of ethnomusicology. This course will examine the music of diverse cultures, with a special emphasis on non-western music, both traditional and popular. Social and cultural backgrounds of selected geographical regions will be explored, with attention given to 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 (Choral) (R) (2 sem. hrs.). A study of conducting emphasizing leadership skills, listening skills, and communication skills. Special attention will be given to conducting gestures, score preparation and rehearsal techniques. Prerequisites: MUS 122, 124; knowledge of the piano and some choral experience recommended. (Spring)

218. Latin and French Diction (2 sem. hrs.). Study of pronunciation by means of the International Phonetic Alphabet (IPA) especially as it pertains to lyric dictation. Students will also receive thorough grounding in rules for pronunciation in Latin and French, with special emphasis given to performance of song literature. Prior instruction in the French language is highly recommended (FRN 101, 102). (Fall, odd-even years)

225-226. Major Performance Area Instruction (3 sem. hrs.).

227-228. Non- Major Performance Area Instruction (F) (1-2 sem. hrs.).

240. Audio Recording and Production (2 sem. hrs.). This course explores the fundamental concepts and practices involved in the recording and production of audio. Students will be introduced to techniques and principles that cover the pre-production, recording, mixing, and mastering processes. Students will have direct experience in a studio environment that will culminate in the completion of an audio project. Students will also have an opportunity to tour a professional-level recording studio. Prerequisite: MUS 115 or permission of the instructor.

241. Opera Workshop (F) (0,1 sem. hrs.). Instruction and experience in the fundamentals of opera performance and production, including stage movement, role preparation and opera characterization with a final project of an evening of excerpts from the Musical Drama repertoire. (Spring)

246. History and Literature of the Romantic and Twentieth Century Periods (W) (3 sem. hrs.). This course is a continuation of MUS 107. Completion of MUS 107 is highly recommended, although not required. MUS 246 is a continuing examination of the means and development of artistic expression, as well as social, cultural, and historical influences on composition and literature. Covers the years 1825 to the present. Prerequisite: MUS 121, 122; Pre or Corequisites: COM 100, WRI 101. (Fall)

247. History and Literature of the Medieval, Renaissance and Baroque Periods (3 sem. hrs.). A survey of the development of musical style, focusing on historical, cultural, and social influences on musical expression, composition, and literature during the years 450-1750 AD. Relationships to other modes of artistic expression are explored, as well as common influences on artistic development, and the purposes of artistic expression. It is highly recommended that students complete MUS 107 and 246 before taking MUS 247 to gain needed skills in score analysis, but not required. Prerequisite: MUS 121, 122. (Fall)

250. Other Ensembles (0 sem. hrs.)

270. Percussion Class (1 sem. hr.) The study of percussion instruments, methods and materials in a class setting. Instructional materials and strategies appropriate to the teaching of middle childhood and AYA. (Spring)

273. Woodwinds Class (1 sem. hr.; class plus lab). This course is designed to prepare music education students to teach beginning and intermediate level students. Teaching and playing competencies are focused on the clarinet and the flute. The study of methodology, instructional planning, and resource materials will be included with techniques for successful instruction. (Fall)

274. Woodwinds Class (1 sem. hr.; class plus lab). This course is designed to prepare music education students to teach beginning and intermediate level students. Teaching and playing competencies are focused on the saxophone, oboe, and bassoon. The study of methodology, instructional planning, and resource materials will be included with techniques for successful instruction. (Spring)

291, 292, 391, 392. Piano Accompanying (1 sem. hr.). Practical acquaintance with literature and techniques of accompanying. Requires permission of instructor. (Offered occasionally)

300. Major Ensemble (F) (1 sem. hr.)

307. Music of the Early Twentieth Century (3 sem. hrs.). Examination of selected composers, compositional techniques and trends in music from the first half of the twentieth century. Prerequisite: MUS 222 and 224 or permission of instructor. Course continuation MUS 308.

308. New Directions in Music (2 sem. hrs.). Examination of selected composers, compositional techniques and aesthetic trends in music of the modern era, with emphasis on music composed since 1945. Prerequisite MUS 222 and 224, or permission of the instructor. MUS 307 is recommended.

309. Counterpoint (3 sem. hrs.). Study of the 16th century polyphony with particular emphasis on the styles of Palestrina and Lassus. Writing of two and three-part motets and mass movements. Prerequisite: MUS 122, 124. (Fall, odd-even years)

310. Counterpoint (2 sem. hrs.). Continuation of Counterpoint 309, culminating in the writing of four-voice and polyphonic motets and mass movements. Prerequisite: Counterpoint 309. (Spring, odd-even years)

312. Orchestration and Band Arranging (2 sem. hrs.). Practical orchestration and band arranging. A detailed study is made of scoring for instruments of the modern orchestra and band. Prerequisite: MUS 221 and 222. (Fall)

313. Form and Analysis (2 sem. hrs.). Introduction to analytical theory and its application to practical analysis of selected scores. Prerequisites: MUS 124, 222. (Spring)

316. Conducting II (Instrumental) (2 sem. hrs.). Orchestra and band conducting and rehearsal techniques. Baton technique is practiced 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 technical problems 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. (a) Instrumental techniques and metier of the teaching of the major traditional instruments. (b) Practical study of small 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)


337. Music and the Liberal Arts (R)(F) (3 sem. hr.). Through readings, research, and discussions of music and the liberal arts, students will explore the aesthetic contributions of music to the creation and evolution of world cultures. Music will be explored as a creative, rhetorical and inspirational art form and linked to interdisciplinary studies. This course is repeatable under different titles with instructor permission. (Fall, Spring)

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 of church worship; church music; biblical and 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, accompaniment and conducting from the console. (1 additional sem. hr.) (Offered occasionally)

339. 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, transcription 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 sem. hrs.). Instruction and experience in the fundamentals of opera performance and production, including stage movement, role preparation and opera characterization with a final project of an evening of excerpts from the Musical Drama repertoire. (Spring)

342. Opera and Musical Theatre (1-2 sem. hrs.). Instruction and experience in performance and production of a full opera or musical theatre performance. Specific attention to musical and character preparation of a complete opera or musical theatre role. This course is reserved for principal roles within an opera or musical theatre. This course may be repeated for credit up to four times. Prerequisites: By audition or permission of the instructor only. (Fall)

348. History of Music (2 sem. hrs.). This course deals with five specific periods of music history in depth: Greek Medieval, Early Renaissance, Late renaissance; Baroque; Classic Romantic. The 20th Century. One period will be offered each year (the first semester will concentrate on composers and the second semester on periods) and
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425. 426. Major Performance Area Instruction (1-3 sem. hrs.).
427. 428. Non-Major Performance Area Instruction (F) (1-2 sem. hrs.).
439. Opera Workshop (F) (0.1-2 sem. hrs.).
452. Composition Portfolio (0 sem. hrs.). Students in the Bachelor of Music program in Composition and Theory will submit a portfolio of their completed compositions to their primary teacher for review and final approval. The portfolio will include compositions that are featured on the student's Junior and Senior recitals, in addition to other selected works and assignments that the student has completed during the program. Students will sign up for this course in the semester that they anticipate completing this degree requirement.
450. 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. Approaches 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 advisor 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 106; WRI 101.

NDI - Non-Departmental and Integrated Studies
The University has traditionally provided opportunities for courses which integrate topics from various disciplines. In addition, this category includes courses which bring greater innovation and flexibility to the curriculum. Some of these courses satisfy parts of the General Education Requirements or parts of the requirements for specific majors.
90. Turning Points (1 sem. hr.). Explores strategies for academic success and personal management and stress management, focusing on the development of reading skills. (offered occasionally)
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 address reflected 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. Corequisite: Students enrolling in NDI 102 must also enroll in at least two courses participating in the themed semester.
103. The Truth About Social Class (R)(S)(W) (3 sem. hrs.). This course provides a means of understanding the status of the economic class. Successful completion of this course in the semester that they anticipate completing this degree requirement.
104. Principles and Methods of Yearbook Production (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. Corequisite: Students enrolling in NDI 102 must also enroll in at least two courses participating in the themed semester.
105. Introduction to India (3 sem. hrs.). An introduction to the music and music education of India, concentrating on current social-historical trends.
106. Introduction to Islamic Civilization (3 sem. hrs.). A study of the religion, arts, sciences, literature and cultures of the Islamic world.
107. Exploring Chinese Culture (G) (3 sem. hrs.). Brief survey of some of the important themes and ideas in Chinese culture.
108. Women in Art (R)(F) (3 sem. hrs.). The achievements of women in painting, sculpture, and the decorative arts are explored in light of historical, cultural and social conditions. (Fall, odd-even years)
109. Opera Workshop (F) (0.1-2 sem. hrs.).
110. Portfolio Preparation (1 sem. hr.). (Fee)
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, Spring)

117. Yoga (F) (1 sem. hr.). The development of self-awareness, stress reduction, patience, flexibility, strength, balance and increased wellness through implementation of a yoga practice. Activities will include: asanas (physical postures), exercises, band mudras (hand positions), pranayama (breathing), mantras (a word or sound repeated to aid concentration in meditation, originally Hindu or Buddhist), varieties of meditation and the eight limbs of yoga. This course meets twice a week for course content and guided practice. Prerequisites: ability to rise from the floor to standing and back again. (Fall, Spring)

118. Running College Bearing 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. (Fall, Spring)

121. Understanding Geography through a Humanities Approach (B)(G) (3 sem. hrs.). Students will apply the constructivist approach to understanding the five themes of geography. Through a literature rich environment, students will learn how humans interact and connect with their environment. This course will explore the changing nature of the regions. Students will learn how the movement of people, goods, and ideas shape each region’s development as well as identify locations and understand the impact of geography on the culture and characteristics of a particular area. Prerequisite: one year of non-fiction texts, fiction, current events, newspapers, photos, and recent news articles. Through technology integration students will collaborate virtually to produce projects that will be shared on a global level. (Fall, even-odd years).

125. Sex and Violence in Fairy Tales (W)(H) (3 sem. hrs.). “Once upon a time” this phrase often evokes the world of fairy tales, a world of danger and magic and “happily ever after.” This course focuses on well-known fairy tales of the Brothers Grimm (Snow White, Sleeping Beauty, Cinderella) as well as others less familiar located in the 19th-century German culture of their origins and then examining how they became transformed into enduring favorites of U.S. popular culture through their adaptations and transformations. Credit cannot be gained in this course if NDE 366 has been taken.

128. The Learning Process in an Academic Environment (G) (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 and analyze information, recognize logical arguments, anticipate objections, 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, addressing leading groups, team building, problem solving and negotiation, and leadership in crisis. Students will examine their own personal attitudes towards leadership as well as develop self-awareness in areas relevant to leadership development.

206. Introduction to US/Mexico Border Issues (G) (1-2 sem. hrs.). A study of the cultural, social and political realities affecting the US/Mexico border, with special emphasis on immigration, poverty and refugees. Each student must participate in a week-long trip to the Texas/Mexico border during spring break. This course may be repeated once for academic credit.

207. Berg: Enactus I (1 sem. hr.). This is the first of a two course sequence which is open to any student with an interest in entrepreneurship and has been a student organization, Enactus. The purpose of this course is to teach the students the basics of entrepreneurship and power of business principles in addressing societal problems. Students work as a team to select a local organization with whom to partner and then apply their talents, skills, ideas, and passions in making a positive impact on the community. Students will develop a business plan, present it to the partnering organization, and receive feedback. Topics may include, but are not limited to, political correctness, global warming, stem cell research, economic challenges, death with dignity, and racial and ethnic prejudices. The course will emphasize critical thinking and evaluation of empirical evidence related to each topic. This course cannot be taken when credit in COR 300: Culture Wars and Cartesianism has been earned.

208. Culture Wars and Cartesianism (1-2 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 WR 101 and sophomore standing or above. (Fall, odd-even years)

PHI-Philosophy

140. Introduction to Philosophy (W)(H) (3 sem. hrs.). An introduction to philosophy in which the various branches of philosophy are discussed, i.e., metaphysics, epistemology, philosophy of religion, philosophy of science, philosophy of mind, philosophy of language, and moral and political philosophy.

200. Aesthetics (W)(F)(H) (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 function of art? What is the relationship between art and society? What is the relationship between art and morality? Is there a difference between art and entertainment? Is there a difference between art and craft? After studying the ways in which various philosophers address these questions, students will have the opportunity to formulate their own ideas about art and its meaning. (Offered occasionally)

202. Logic (3 sem. hrs.). Introduction to deductive and inductive rules of reasoning with attention to both formal and informal fallacies. Emphasis on practical applications of logic to everyday problems. (Spring, even-odd years)

206. Ethics (H) (3 sem. hrs.). Systematic study of main types of ethical theory such as hedonism, rationalism, utilitarianism and humanities. Emphasis on the relation of theory to actual conduct in personal and social life. (Fall, Spring)

217. Bioethics (H) (3 sem. hrs.). Basic issues in bioethics such as confidentiality, autonomy, informed consent, abortion, cloning, birthright citizenships, 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 practitioners. (Fall, odd-even years)

217. Bioethics (H) (3 sem. hrs.). Basic issues in bioethics such as confidentiality, autonomy, informed consent, abortion, cloning, birthright citizenships, 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 practitioners. (Fall, odd-even years)

218. Ethics in Professional Life (H) (3 sem. hrs.). Analyzes ethical problems that arise in the context of the work/life interface. Considers the private and public sectors as well as not-for-profit organizations. Perspectives of employees, managers, corporate boards, entrepreneurs (including shareholders), and consumers are treated. Included are such topics as conflicts of interest, pollution and environmental hazards, gifts and kickbacks,
invasion of privacy, whistle-blowing, intellectual property rights, the theory of the corporation and corporate responsibility, property rights to codes, and private property and public interest. (Spring, even-odd years)

220. Special Topics in Philosophy (3 sem. hrs. ). Topics of special interest in philosophy not covered in the regular department offerings. (This course may be repeated.) Prerequisite: PHI 140 or PHI 216. (Offered occasionally)

209. History of Western Philosophy: Ancient and Medieval (W)[H][G] (3 sem. hrs.). Origin and development of philosophical thought in the ancient world, mutual influence of Greek and classical thought and the philosophical developments of the Middle Ages. Prerequisites: Open to juniors and seniors. (Fall, even-odd years)

210. 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. (Spring, even-odd years)

217. Philosophy of Religion (W)[H][G] (3 sem. hrs.). Study of basic issues in philosophy of religion, such as the existence of God, the problem of evil, and the problem of religious knowledge. The course is designed to be non-sectarian and non-denominational. Prerequisite: One course in philosophy or permission of instructor. (Fall, odd-even years)

230. 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 course covers the concepts of completeness and soundness, as well as other central theorems in metalogic, will be introduced. Familiarity with a formal notational system such as mathematics, music, or a foreign language is desirable. (Spring, odd-even years)

285. 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 role of the theory of the concept of evidence, the use of the scientific method or 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 101 in the same semester. (Cannot be included in major.) (Spring)

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 are covered and an introduction to experimental techniques is given. The principles are based and are used on the course 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 101 in the same semester. (Cannot be included in major.) (Spring)

100. 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)[W][N] (4 sem. hrs.). A year-long sequence that covers the principles and methods of physics with applications to mechanics, heat, sound, electricity, magnetism, light and optics and modern physics. This class meets three recitation hours and one 2-hour laboratory period per week. Laboratory must be taken concurrently with the lecture. Recommended for Biology and related majors. Prerequisite: Two years of high school mathematics including algebra (for PHY 101). A scientific calculator is required. Prerequisite: MTH Placement MTH 115, or higher; and C- or higher in PHY 101 for PHY 102. It is strongly recommended that these prerequisites be met no earlier than 2 years prior to enrolling in this class.

104. Introduction to Photography (F) (3 sem. hrs.). 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 levels will be included. A lab fee will be charged. Course will be worth 1 academic credit if six hours of lab work each week are completed. Course is required. This course cannot be applied toward any major or minor. Offered in the Physics department unless otherwise noted. (Fall)

126. Introduction to Astronomy (N) (3 sem. hrs.). The main areas covered are the solar system, stars, galaxies, cosmology, and the possibility of extraterrestrial life. The amount of emphasis placed in each area may vary according to the individual instructor’s interest. (May not be included in Physics major.) (Fall, Spring)

201. Statics (3 sem. hrs.). Static equilibrium problems are solved in 2 and 3 dimensions to find forces in various N (3 sem. hrs.). This course 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 required lecture per week. Prerequisite: C- or higher in PHY 300 and at least concurrent enrollment in MTH 307 (for PHY 227); C- or higher in PHY 227 and MTH 307 (for PHY 228). (Offered occasionally)

301. Strength and Materials (3 sem. hrs.). The study of stress in relation to strain. Problem solving to determine if structures are in elastic, plastic, or failure regions of materials used. Prerequisites: C- or higher in PHY 227 and MTH 308. (Spring, odd-even years)

312. Electrical Engineering (3 sem. hrs.). A unified introduction to thermodynamics, statistical mechanics and kinetic theory. Statistical methods, systems of particles, microscopic and macroscopic interpretation of thermodynamic properties, applications of thermodynamics, kinetic theory and quantum statistics. Prerequisites: C- or higher in MTH 115. (Offered occasionally)

328. Thermodynamics (3 sem. hrs.). The study of the sources, properties and effects of electric and magnetic fields, emphasizing a mathematical description of field phenomena in vacuum and material media. Prerequisites: C- or higher in MTH 307 and at least concurrent enrollment in MTH 308. (Spring, odd-even years)

329. Modern Physics (3 sem. hrs.). Origin and development of classical mechanics, mathematical techniques, conservation laws, orbit theory and rigid-body dynamics. Prerequisite: At least concurrent enrollment in MTH 307 and a C- or higher in PHY 227. (Fall, odd-even years)

337. Optical Physics (3 sem. hrs.). An introduction to physical optics, quantum theory of light, optical spectra and laser optics. Waves. Wave 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)

347. Special Topics in Physics (1-3 sem. hrs.). This course is required of all physics majors and is to be taken during the senior year. A laboratory research project performed during the semester is to be written up. 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 200 and MTH 307; COM 100; WRI 101. (Offered occasionally)

476. Honors Course (3 sem. hrs.). (Offered occasionally.) Series available to achieve Departmental Honors.

490. Philosophy Colloquium (W)[H][G] (3 sem. hrs.). Advanced study of a major philosopher, movement or problem under the guidance of a departmental faculty member. Prerequisite: Open to senior philosophy majors only; COM 100; WRI 101.

451, 452. Independent Study (1-2 sem. hrs.). The course is required of all physics majors and is to be taken during the senior year. A laboratory research project performed during the semester is to be written up. 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 200 and MTH 307; COM 100; WRI 101. (Offered occasionally)

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. 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 290; COM 100; WRI 101. This is the senior capstone experience for the physics major.

POL - Political Science

125. Introduction to Politics and Government (S) (3 sem. hrs.). This course introduces basic concepts for the study of politics and government. It describes how political forces influence government actions at the local, national and international level. It explores ideas about the role of government in society and provides a comparative overview of current government practices throughout the world. (Fall)

200. Introduction to Political Philosophy (3 sem. hrs.). The normative tradition and great thinkers in political inquiry. (Fall, even-odd years)

220. Global Politics (S)[G] (3 sem. hrs.). Introduction to the study of international relations between — and comparisons of — nation states, economic actors, international organizations, and the peoples of the world. Students with POL 121 credit will not receive additional credit. (Fall, even-odd years)

227. American National Government (S) (3 sem. hrs.). Introduction to American political thought, national political institutions and policy making, participation in the political system, and current issues in American society. Students with POL 127 credit will not receive additional credit. (Spring, even-odd years)

235. The Constitution and the Structure of Government: Struggles for Power (S) (3 sem. hrs.). Introduction to the Constitutional framework of the United States government and the role of the Supreme Court in interpreting the Constitution and in recent controversies. Sophomore or greater standing. (Fall, odd-even years)

326. Criminal Procedure and Individual Rights (3 sem. hrs.). The study of the fundamental legal issues relating to personal liberties and justice in the United States with particular emphasis on the rights of the accused in the criminal justice system. Prerequisite: Sophomore or greater standing. (Fall)
237. Local U.S. Government (3 sem. hrs.). A study of local government institutions, practices, and policies, with an emphasis on local government and administration in Ohio. The course will introduce descriptive materials where appropriate to better explore linkages between local and central government, both theoretically and actual. (Fall, even-odd years)

240. African Politics (S)(G)(P) (3 sem. hrs.). This course will explore the problems of nation-building as an illusion in many African countries, including the nature of the post-independence social fabric, interrelationship of political, social and economic forces as well as the role of external actors and forces, including the international community. The course will also focus upon interstate conflict and cooperation as well as subnational rivalries and processes. (Spring)

249. Politics of European systems of Latin America, with an emphasis on models of change and development, and the relationships between Latin America and the larger global environment. (Occasionally)

263. European Politics (S)(G) (3 sem. hrs.). This course introduces European political, economic and security relationships at the national, subnational and supranational levels. The structure and behavior of competing organizations and actors will be examined to help determine the future direction of the European Community, the nation state and regional security arrangements. (Fall, odd-even years)

293. Introduction to Canada (W)(H)(G) (3 sem. hrs.). This interdisciplinary course serves as an introduction to the cultural, political, economic, environmental, and social characteristics of Canada. Topics covered may include Canadian government, federalism, regional identities. Quebec separatism, NAFTA, Canadian-U.S. relations, and Canadian foreign policy. (Spring, odd-even years)

304. Congress (S) (3 sem. hrs.). The least popular of our three branches of government is, ironically, the one most democratic in process and the one most reflective of it’s 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)

306. Politics and History of East Asia (R)(W)(G) (3 sem. hrs.). A study of the development of East Asian politics from 1600 to the present, focusing on colonialism, wars of independence, nation-building, and modernization. Prerequisites: Sophomore standing and WRI 101 and COM 100; or Sophomore standing and Honors Program eligibility. This course is cross-listed with HIS 333; students will earn credit for only one course. (Students with credit for HIS 114 or HIS 333 will not receive credit for POL 310) (Spring, odd-even years)

313. National Security Investigations (3 sem. hrs.). National Security Investigations (NSI) 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, Spring)

315. Art and Espionage: The Morality of Spying in Film and Literature (H) (3 sem. hrs.). Our spies are heroes; those who spy against us are villains and traitors. Through film and literature, this course considers the moral justifications 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, odd-even 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 political parties mediate the linkages between the citizenry and the government through their participation in electoral politics 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, as well as the effects of new political forces outside as examples of the changing electoral system. The course will also explore the ways in which new technologies have changed party forces reach mass audiences. Topics will include political communication, fund raising, campaign finance laws, and the issues that have defined the political behavior of electors. The course will also connect electoral behavior with political problems, the politics of direct lobbying of legislators and administrative personnel. Furthermore, it will contrast the political participation in the United States with political participation in other democratic societies and in nondemocratic societies. (Fall, odd-even years).

323. Political Culture (R)(H) (3 sem. hrs.). An exploration of political culture in the United States. The course will examine the attitudes and beliefs of citizens with respect to government and the political process and address the historical development of political culture in the United States as well as compare political culture in the United States with political culture in other societies. (Fall, even-odd years)

324. American Foreign Policy (1 sem. hr.). This is an advanced course on the American foreign policy that will discuss themes, issues, and subjects. Themes includeexceptionalism, militarism, hegemony, and empire. Issues include executive decision-making, departmental policy-making, Congressional prerogative, and the role of media and public opinion in public policy. Subjects include U.S. strategy and policies vis-a-vis various countries and regions. (Spring, even-odd years)

344. Research Methods (Q)(W) (3 sem. hrs.). An advanced course in research methods: this course will assist students with library research, review the basic operations of confirmatory data analysis and explore computer-based data analysis techniques. Laboratory experience is required. Prerequisites: COM 100, WRI 101; MTH Placement MTH 115, or higher. (Fall, odd-even years)

361. Model United Nations I (3 sem. hrs.). This course examines the United Nations—its 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. Students are responsible for travel fees. (Spring)

362. Model United Nations II (3 sem. hrs.). This course examines the United Nations—its foundation, charter, organization, protocols, and policies. Students will participate in a Model United Nations conference. At this simulation, they will represent a country. Knowledge about that country will be acquired throughout the semester. Each student will serve as a delegate on a UN committee. Prerequisite: POL 361. Students are responsible for travel fees. (Spring)

370. Internships in Political Science (0-15 sem. hrs.). Opportunities for experiential learning in law and public affairs. Student shall register at departmental recommendation levels. (Fall, Spring)

376. Global Issues I: War and Peace (S) (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 relationship between war, nation states, technology and politics. The latter part of the course focuses upon theories and methods of non-violent conflict resolution. Prerequisites: COM 100; WRI 101; junior or senior status. (Fall, odd-even years)

377. Global Issues II: Human Rights and Social Justice (W)(S) (3 sem. hrs.). Why are there such disparities between the wealthy and the poor? How can we govern ourselves to avoid wars, while maintaining cohesion and sustaining common purpose? This course will explore the challenges of providing human rights, economic justice and basic political freedoms within and between states. Prerequisites: COM 100; WRI 101; junior or senior status. (Fall, odd-even 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 current governments exercise authority over their respective territories and discuss the problem of the “failed state.” (Spring, odd-even years)

380. Topics in the Study of Politics and Government (3 sem. hrs.). An exploration of an aspect of the methodology of politics science and/or a topic in the study of politics and governance.

383. Politics and History of the Middle East (W)(S)(G) (3 sem. hrs.). This course examines the contemporary Middle Eastern states and will be emphasized as world regional topics such as political, economic, and human development, the Arab-Israeli conflict, disputes between Shi’a and Sunni, political Islam, Islamic militancy, i.e., jihadism, resources [particularly oil, natural gas, and water], and foreign (especially American) involvement. Students with credit for POL 283 will not earn additional credit for this course. This course is cross-listed with HIS 332; students will earn credit for only one course. (Fall, odd-even years)

389. Intelligence Operations (S) (3 sem. hrs.). The collection, analysis, and policy use of foreign intelligence is a classified and classified activity that exists uncomformably, politically and legally, within our democratic form of government. This course examines the issues and accommodations in our use of intelligence operations in support of national security. (Spring)

401. 402. Independent Study (1 to 4 sem. hrs.). With the instructor’s approval the student may do independent reading or research.

404. Toward Anders 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. (Offered occasionally)

407. Capstone in Political Science (3 sem. hrs.). An examination of political science career paths, the preparation of research papers on selected topics, and the further development of knowledge in the field, as well as research, writing and oral communication skills. This course emphasizes the study of American politics. Students who have a strong interest in global affairs, may with permission instead take ITS 409 — the capstone course in International Studies. Prerequisites: COM 100, WRI 101. (Fall)

475. 485. Honors Course (3 sem. hrs.). Series offered to achieve Departmental Honors. (Offered occasionally)

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 fundaments of human behavior. (Fall, Spring)

200. Experiments in Psychology (1 sem. hr.). This course will address careers in psychology, graduate training in psychology, and research tools and the statistical procedures used to analyze the data obtained through these methods. (Fall, 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. (Fall, Spring)
components must be taken concurrently. Prerequisites: PSY 101, and MTH 109, or placement into MTH 115 or higher. (Fall, even-odd years.)

202. Research Methods and Data Analysis II (3 sem. hrs.). Original student research conducted and analyzed utilizing the background developed in PSY 201. Students who have earned credit in PSY 308 are not eligible to take this course. Prerequisites: PSY 201. Open to sophomores and juniors. (Spring)

206. Child Psychology (R)(S) (3 sem. hrs.). This course introduces students to scientific and theoretical aspects of child development from birth to adolescence on a 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. Prerequisites: PSY 101. (Fall)

209. Abnormal Psychology (S)(R) (3 sem. hrs.). This course introduces students to such concepts as mood disorders, schizophrenia, and personality disorders and provides a discussion of related phenomena. Prerequisites: PSY 101. (Spring)

212. Sport Psychology (3 sem. hrs.). This course is an introduction to the science and study of sport psychology. Topics to be studied include the definition of sport psychology, the activities of sport psychologists, understanding the participants in sport psychology, the environments in which sport psychology functions, and other aspects of sport science and practice of sport psychology. Students with credit in PSY 406 will not also receive credit for this course. Prerequisite: PSY 101 (Spring)

269. Human Sexuality (P) (3 sem. hrs.). This course is a survey of human sexuality, focusing on the biological, psychological, developmental, and behavioral issues involved with sexuality. Sexual attitudes, values, dysfunctions, and gender issues will also be discussed. Students with credit for PSY 469 will not also receive credit for this course. Prerequisite: PSY 101 or permission of the instructor. (Fall)

305. Adult Development (R) (3 sem. hrs.). This course exposes students to current theories and research on adult development. Topics include cognitive changes with age, social factors in aging, family issues, changes in the concept of career and employment, ageism, personality changes, and health concerns. Prerequisites: PSY 101 or permission of instructor. (Fall, odd-even years)

309. Psychology of Women and Gender Development (3 sem. hrs.). Examination of sex role stereotyping, research on sex differences in abilities and achievement, sex role development, sex roles in marriage and family, careers, and women’s ways of knowing, will examine the role of self, sex differences in communicative styles, ethnicity in women, mental health in women, interpersonal relations between language, status and power. Prerequisite: PSY 101, Junior or Senior status. (Spring, odd-even years)

310. Social Psychology (R) (3 sem. hrs.). Course designed to study such topics as aggression, persuasion, conformity, social change, interpersonal attraction and conflict. Students who have credit for PSY 202 are not eligible to take this course. Prerequisite: PSY 101. (Spring)

313. Media, Popular Culture, and Psychology (W) (3 sem. hrs.). This course explores psychological issues using original source readings and discussions about issues raised in the media and popular culture (e.g., film, television, advertising, print media, Internet), and apply psychological theories and research 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. (Fall, even-odd years)

317. Psychodynamics of Personality (R) (3 sem. hrs.). Study of theories of personality, both past and present. Prerequisite: PSY 101 and 209. (Spring, 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, students will investigate the basic elements of the brain, the cellular and molecular bases of behavior, cellular biology, will consider specific cognitive, perceptual, affective, motor, and body regulatory functions, and will be introduced to strategies designed to improve physiological conditions through psychological mechanisms. Prerequisite: PSY 101 and Bio 110 or 123, or permission of the instructor. (Fall)

337. Positive Psychology (P) (3 sem. hrs.). Positive psychology is the scientific study of positive experience, positive individual traits, and the institutions and practices that facilitate their development. This course reviews the history of positive psychology and the contributions this new field has made to several traditional research areas in psychology. Areas of controversy (e.g., what is happiness, how can 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)

350. Internship (0-15 sem. hrs.). Supervised off-campus work experience in mental health related job; site and schedule must be determined by student with Psychology Department approval. Credit is given only if work is monitored by a Heidelberg psychology faculty member. Prerequisites: (Open to juniors and seniors). COM 100, WRI 101, PSY 209; also PSY 206 is recommended if internship is for children. PSY 207 is recommended for sites that require specific prerequisite or permission. (Fall, even-odd years.)

370. Independent Research Project in Psychology (1-3 sem. hrs.). Also known as the Junior Experience in Psychology, students are invited to complete an independent research project, under the supervision of a member of the psychology faculty, and present their research findings at an appropriate opportunity (Student Research Conference, Honors Psychology Day, or at a professional conference). May be repeated for a total of 5 credit hours. Prerequisites: COM 100; WRI 101; PSY 101, 201 and 202; Departmental approval of research topic.

372. Study Abroad (3 sem. hrs.). Also known as the Junior Experience in Psychology, students are invited to pursue a course of study that includes psychology, and write a paper to be presented at an appropriate opportunity (students will enroll in this course in the spring semester during the enrollment period, at either the Student Research Conference or Psychology Day). Prerequisites: COM 100, WRI 101; PSY 101, Departmental approval of study abroad course.

403, 404. Individual Research (1 to 3 sem. hrs.). Prerequisites: PSY 101, 307 and 308. Semester or entire year. Admission with consent of supervising professor.

413. 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. (Fall, even-odd years)

414. Psychopharmacology (3 sem. hrs.). The effects of psychoactive drugs on neurological, mental, and behavioral processes, including a consideration of drugs used to treat emotional disorders. Prerequisite: PSY 101. (Spring, even-odd years)

416. Counseling and Clinical Methods (3 sem. hrs.). A survey of the methods of clinical psychology, with an emphasis on both traditional and modern techniques, and the use of scientifically- driven treatments. Prerequisite: junior or senior status; PSY 209. (Fall)

417. Psychological Assessment: Theory and Practice (3 sem. hrs.). Introduction to use of individual, group, objective and projective techniques in evaluating human characteristics. Prerequisites: PSY 101 and PSY 201. (Fall, 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. Integrating research and professional development, students are prepared for clinical and therapeutic approaches will be discussed. The course content will present an amount of role playing and discussion. Prerequisites: PSY 101, PSY 209, PSY 416. (Spring)

435. Special Topics in Psychology (3 sem. hrs.). Focus in this course will rotate with the interest of the faculty member offering it. The special topics covered in the course will typically incorporate in-depth investigations of “hot” or specialized issues relevant to the field of psychology. Students may repeat the course once under a different title. Prerequisites: PSY 101 and six hours of psychology beyond the 100 course, or permission of the instructor. (Spring)

452. Readings in Psychology (2 sem. hrs.). Supervised readings about a topic of individual student’s choice, by permission of a professor of student’s choice. Prerequisite: PSY 101, 201 and 202. Semester or entire year.

475, 476. Department of Psychology Honors (3 sem. hrs. each). Commensurate with the Department’s goal of providing opportunities for in-depth psychological study. Psychology majors are encouraged to earn the graduation citation “Honor 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 3.5 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 a passage of a comprehensive psychology exam.

The final GPA in all Psychology courses must be 3.4 or higher.

49. Classical, Contemporary, and Ethical Issues in Psychology (R)(W) (3 sem. hrs.). This course will investigate classical and contemporary issues in the history of psychology, and will also consider contemporary issues in the research and practice of psychology. Students will evaluate the values, standards, and ethical ideas that guide professional applications of psychology in teaching, research, and practice, including an in-depth exploration of ethical principles and professional codes of conduct. Students will also reflect on their undergraduate major in psychology, and will evaluate their post-graduation goals. A materials fee is assessed. Prerequisite: PSY 101
REL - Religion

109. Judaism, Catholicism and Protestantism (R/II) (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/II) (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)


204. Languages of the World (R/II)(I,II)(III) (3 sem. hrs.). History and beliefs of major religions in the world today, with special attention to Hinduism, Buddhism, Islam, and Christianity.

210. Religion and Politics in America (H)(R) (3 sem. hrs.). Students will read and analyze primary and secondary literature, past and present, to address the relationship between religion and politics. What, according to the First Amendment, should the relationship be? In an intentionally pluralistic nation, how, does why, does why, and should religious discourse enter the public square and affect public policy? Prerequisite: Sophomore standing or above. This course cannot be taken if COE: Religion Politics in America has been taken.

250. Christian Social Ethics (R)(W)(II) (3 sem. hrs.). Ethical principles of the Judeo-Christian tradition and their impact on the family, economic order, state and world community. (Open to first-year students.) (Fall, odd-numbered years)

302. Topics in Biblical Literature (W/II)(W) (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 202 or 203. (Spring, odd-numbered years)

308. History of Christian Thought (R/II)(II) (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, even-numbered years)

309. Contemporary Christian Thought (R)[W/II](W) (3 sem. hrs.). Study of the fundamental beliefs of Christianity and their meaning for modern personal and social life. (Spring, even-numbered years)

339. Topics in Religion (II) (2 sem. hrs.). Seminar on selected topics of interdepartmental significance. Prerequisite: three years in religion. (Offered occasionally)

430. Topics in Religion (R/II)(II) (2 sem. hrs.). Seminar on selected topics of interdepartmental significance. Prerequisite: three hours in religion. (Offered occasionally)

370. Internship (4 sem. hrs.). Supervised experience in a church or other setting. Prerequisite: two courses in religion. Hours do not count towards the hours required by the major. (Fall, Spring)

475. 476. Honors Course (W/II) (3 sem. hrs.). Series offered to achieve Departmental Honors. Prerequisites: COM 100; WRI 101. (Offered occasionally.)

490. Senior Seminar (II) (2 sem. hrs.). This capstone course involves preparation and presentation of a research paper on a selected topic in the study of religion. Required of all majors; minors need permission of instructor. Prerequisites: Senior religion major or permission of the instructor; 14 hours in REL; COM 100; WRI 101. (Spring)

SDN - Self-Designed Studies

370. Internship (0-6 sem. hrs.). Supervised off-campus work experience. Site and schedule must be determined by student with approval of faculty mentor and Self-Designed Studies committee chair. Internship Contract must be completed prior to registration. Prerequisites: Junior or Senior standing, Self-Designed Studies major. (Fall or Spring)

371. Independent Research Project (3 sem. hrs.). Students are invited to complete an independent research project under the supervision of a faculty member, and present their research findings at an appropriate public forum. Prerequisites: Junior standing, Self-Designed Studies status. Permission of faculty mentor and Self-Designed Studies Committee chair is required. (Fall or Spring)

372. Study Abroad or Study Away (1 sem. hr.). Students are invited to pursue off-campus study that complements their Self-Designed Studies major. Upon return to campus, students will enroll in this course. They will write a reflection paper and make their presentation at an appropriate public forum. Prerequisites: Junior Standing, Self-Designed Studies status, and approval of the Self-Designed Studies Committee chair. (Fall or Spring)

400. Portfolio (1 sem. hr.). Student will work independently with two mentors to present a portfolio of significant projects developed throughout his/her tenure at Heidelberg. Complete work should look projects from all 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-Desig...
and contemporary Spanish texts from a variety of genres for children and young people; practice in planning and implementing 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 research and/or close supervision and tutorial arrangements. Previous approval of faculty necessary for enrollment. Prerequisite: SPA 202.

370. Internship (0-15 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) 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 (45 sem. hrs.). The course encourages and supports students in developing speaking and writing skills in the target language. It monitors their progress toward the goal of achieving the ACTFL Advanced Level of Proficiency in speaking and writing by the time they graduate. Freshmen get acquainted with the objectives of the course during a meeting of majors. Sophomores collect baseline speaking and writing samples in SPA 290. Juniors generate and collect a large number of speaking and writing samples during their study abroad. Seniors register for the course, and speaking and writing samples completed during their senior year and organize their language samples into a portfolio. Offered every year, usually first semester. Prerequisite: completion of study abroad, COM 100; WRI 101. Completion of the ACTFL Oral Proficiency Interview (OPI) and of the Writing Proficiency Test (WPT) is required for this course.

490. Spanish Capstone Course (1 sem. hrs.). 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 began in SPA 290. Study Abroad Preparation. During the study abroad, students collect data for the project, which is written, revised, and presented in SPA 490. This course also complements SPA 489. Spanish Portfolio. Offered every year, usually during the first semester. Prerequisite: completion of study abroad, COM 100; ENG 101.

THR-Theatre

105. Play Production: Stagecraft (F) (3 sem. hrs.). A practical course that familiarizes students with the basic areas and theory of set design, construction, lighting, sound, costing, 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, Spring)

150. Introduction to the Theatre (F) (3 sem. hrs.). Understanding the 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, Spring)

207. Acting (F) (3 sem. hrs.). Stresses theory and principles of acting. Designed to meet needs of those directly involved in production. Laboratory exercises progress from simple group and individual improvisations to acting in cuttings from great plays. (Fall, Spring)

210. Sophomore Portfolio Review (0 sem. hrs.). Each student will create a portfolio that will contain copies of all their writings, performances, productions, speeches, and applicable professional resumes, etc. Students will maintain their portfolio throughout their tenure at Heidelberg as a Theatre major.

255. Discover the Body Through Movement (F) (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 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)

240. Introduction to Dance: Ballet and Modern (F) (2 sem. hr.). Explore the body’s unique abilities through ballet and modern dance techniques. Students will focus on becoming familiar with terminology common to many dance forms and how to execute the movements as described. (Fall, Spring)

299. 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, Spring)

299. Experiential Learning in Theatre Performance (F) (1 sem. hr.). This course is designed for performers in plays and musical theatre productions. Performers can be actors, singers and pit musicians. Students will complete a journal of reflections on rehearsal time and the successful completion of the performance season in a major theatre production. Students will complete a journal of reflections on the rehearsal and performance process. Prerequisite: Permission of the instructor. (Fall, 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, odd-even years)

307. Advanced Acting (F) (3 sem. hrs.). Theory and practice in specialized areas of acting with a semester’s concentration on one stylistic approach such as Greek tragedy, Renaissance tragedy or comedy, Commedia dell’Arte, mime, Chekhovian drama, theatre of the absurd, or acting in film and television. Prerequisites: THR 207. (Spring)

310. Junior Portfolio Review (0 sem. hrs.). Juniors continue work begun in THR 210 on their portfolios. Students will work with a faculty mentor in their major and present their portfolio at the end of the semester to departmental faculty. Prerequisite: THR 210. (Spring)

320. Play Production: Musical Theatre (F) (3 sem. hrs.). Practical study of the history and development of the musical theatre with emphasis on the actor’s, stage director’s and choreographer’s roles. Students will gain experience in analysis, preparation, and staging of musical numbers from standard operettas and musical plays. (Fall, even-years)

321. Early and Modern Drama (H) (3 sem. hrs.). A survey of dramatic literature from early Greece, representative plays from world literature, and plays of the late 19th Century through the 20th Century. Representative plays of each dynamic movement will be considered. (Spring, odd years)

322. Contemporary Drama (H) (3 sem. hrs.). Survey of current trends in dramatic literature and performance art of the contemporary era. Study will include consideration of the relationship between page and production using the dramaturgical method. Prerequisites: COM 100; WRI 101. (Spring, even-years)

323. 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 (0-15 sem. hrs.). Departmental permission required. (Fall, Spring)

407. Advanced Acting II (F) (3 sem. hrs.). Additional theory and practice in specialized areas of acting. Prerequisites: THR 207 and 307. (Spring)

410. Senior Portfolio Review (0 sem. hrs.). Seniors complete work begun in THR 210 and continued in THR 310. Students will work with faculty mentors and present their portfolios to departmental faculty at the end of the semester. Prerequisite: THR 499. Concurrent enrollment into THR 499.

451, 452. Independent Study (1-3 sem. hrs.). Individual research under the direct supervision of a departmental faculty member. Topics offered will be advanced work in theatre arts areas of special interest to the student. Prerequisite: Permission of the instructor. (Fall, Spring)

499. Senior Performance Project (1 sem. hrs.). Students will prepare a public performance of dramatic literature as an actor, director, designer, playwright or dramaturg. Theatre Capstone Course. Prerequisites: COM 100; WRI 101. Concurrent enrollment in THR 410.

WGS-Women’s and Gender Studies

100. Introduction to Women’s and Gender Studies (H) (3 sem. hrs.). Interdisciplinary approach to the study of gender and its intersections with ethnicity, class, and sexuality. Topics will include the social construction of gender, privilege and inequality, health and reproductive rights, family values, and gender dynamics in the workplace.

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, odd-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, even-years)

WRI-Writing

100. College Writing I (3 sem. hrs.). Instruction and practice in developing basic college-level writing skills. Course restricted to freshmen and sophomore students or by departmental permission. Students with credit in ENG 101 may not earn credit for this course. (Fall, Spring)

110. College Writing II (3 sem. hrs.). Instruction and practice in writing varieties of expository prose. Students with credit in ENG 101 may not earn credit for this course. (Fall, Spring)

201. Process of Writing and Tutoring (3 sem. hrs.). Exploration of one-on-one writing tutoring theory and practice; students will study the components of the writing process and tutor researchers and theorists’ thoughts on writing and teaching in a conference setting, and reflect upon current issues in writing center pedagogy and practice. Prerequisite: WRI 101, exemption exam, Honors Program, or permission of instructor. (Fall)

202. Intermediate Writing (R)(W)(F) (3 sem. hrs.). The study and creation of short fiction and poetry. Prerequisite: WRI 101, exemption exam, or Honors Program and sophomore standing or above. Students with credit in ENG 210 may not earn credit for this course. (Fall, Spring)

203. Intermediate Writing (R)(W)(H) (3 sem. hrs.). Additional instruction and practice in writing varieties of expository prose, with particular emphasis on critical and expository writing. Prerequisite: WRI 101, exemption exam, or Honors Program. Students with credit in ENG 213 may not earn credit for this course. (Spring)
HYPE Career Ready Program

The HYPE Career Ready Program is a co-curricular program students complete over the course of their entire career at Heidelberg. HYPE aims to cultivate emotional intelligence attributes and develops essential leadership skills that are crucial for student success in their personal and their professional lives. Completion of the program enhances our students’ knowledge necessary to engage in an ever-changing global society and provides an advantage to our students given employer demand for these characteristics and skills. HYPE Career Ready emphasizes the connection between students’ college experiences and their life goals. The HYPE Career Ready committee will be responsible for continual assessment and any programmatic changes to this graduation requirement.

HYPE SKILLS

Upon completion of the HYPE Career Ready Program, students will recognize how each skill integrates into their personal and professional goals after graduation. Students must complete experiential learning sessions in each of the following categories:

- Values: recognize different value systems, reflect on their own values systems, and demonstrate how those values are tailored toward their goals.
- Work Styles: recognize different working styles, reflect on their own, and demonstrate how the ways they are most productive are tailored towards their life goals.
- Job Search Skills: identify different job search skills, develop those skills and demonstrate how those skills will help accomplish their goals.
- Communication: recognize skills used in professional and/or culturally diverse environments to synthesize ideas in order to communicate effectively both verbally and nonverbally.
- Collaboration: recognize group dynamics and distinguish ways to adjust their leadership style to accomplish common goals.
- Conflict Management: recognize divergent perspectives in order to critically analyze and manage conflict.

HYPE Career Ready will be administered over the course of the academic year and will include all members of the Heidelberg community (students, faculty, and staff/administration). The program will begin with a common experience at the start of the fall semester for each class year (first year students have one experience; sophomores another, etc.) to build community among the class and re-connect students with the campus.

Program Graduation Requirements

Students must complete 18 units at the 100 level, 24 units at the 200 level to include each of the six HYPE Skills, 3 units at the 300 level, and 3 units at the 400 level.

Students earning credit for courses prior to entering Heidelberg may complete alternate program requirements. The total number of HYPE Units required is dependent upon the number of course semester hours transferred into Heidelberg.

- 1 - 23 semester hours transferred: Complete the entire program.
- 24 - 55 semester hours transferred: 31 HYPE Units required. Students must complete 13 units at the 100 level, 12 units at the 200 level to include each of the six HYPE Skills, 3 units at the 300 level, and 3 units at the 400 level.
- 56 - 87 semester hours transferred: 20 HYPE Units required. Students must complete 8 units at the 100 level, 6 units at the 200 level to include each of the six HYPE Skills, 3 units at the 300 level, and 3 units at the 400 level.
- 88 + semester hours transferred: 8 HYPE Units required. Students must complete 3 units at the 100 level, 3 units at the 200 level, 1 unit at the 300 and 400 level, or 2 units at the 400 level.

Heidelberg students that began their enrollment prior to the summer of 2016, and are requesting
STUDENT AFFAIRS MISSION STATEMENT
The Division of Student Affairs supports a seamless residential learning environment that provides critical services, develops engaging activities, and encourages meaningful connections that support the personal, intellectual, and professional development of students.

THE STUDENT BODY
Heidelberg students do not spend the entire day in the classroom, nor do they find the classroom the only place for the exchange of ideas, self-development, realization of personal goals, social interaction and intellectual stimulation. Residence hall programs contribute to the development of the individual, as do community projects on a paid or voluntary basis, informal gatherings, Greek functions, faculty-student committee meetings, cultural events and numerous other programs. Heidelberg students represent about 18 states and, with the Heidelberg English Language Institute, numerous foreign countries. This is in keeping with the desire for a diversified student body. The natural exchange and assimilation of ideas, regional mores and ethnic differences help broaden a student’s knowledge and understanding of other areas, cultures and peoples.

Heidelberg University is affiliated with the United Church of Christ. Out of this tradition, students of all religious and philosophical traditions are welcome. A full-time chaplain is available to support students in their spiritual and faith development. Presentation and forums are held regularly to enhance the liberal arts.

The desire of students to present and participate in worthwhile cultural events contributes to an intellectually stimulating academic climate, all part of the effort at Heidelberg to educate the whole person.

STUDENT AFFAIRS STAFF
The Student Affairs staff is dedicated to creating and sustaining a supportive environment where each student can learn and grow. Personal, academic, spiritual and professional facets of development are seamlessly integrated through engaging programming, entertaining events that promote fun and school spirit, and critical services that link student experiences inside and outside the classroom.

CIVIC ENGAGEMENT
The Office of Civic Engagement develops opportunities for community service, service learning and responsible citizenship. All first-year students participate in ’Berg Serve their first weekend of the fall semester. The campus shares in a “day on” of service for the Martin Luther King, Jr. Day of Service. Weekly service opportunities in the Tiffin-Seneca County area are made available through Berg Learning to Serve. The Berg Service Challenge asks each student, staff and faculty member to give a minimum of 20 hours of service in a semester with at least 10 of those hours to one agency or community organization. Service Fairs are held at the beginning of each semester. The Office of Civic Engagement also leads voter registration efforts on campus and encourages social and political action.

COMMUNICATIONS
Students are directly responsible for media organizations that afford them opportunities to become involved in writing, art, photography, layout, business affairs and broadcasting. Publications include a yearbook, student newspaper and literary magazine. Additionally, the University offers a television station and radio station working alongside local commercial radio station WTTF.
DEPARTMENTAL AND STUDENT ORGANIZATIONS

Heidelberg University offers over 80 student organization, which provide opportunities for leadership, service, and fellowship. Through the annual registration process, any official organization is encouraged to provide the Office of Student Engagement with up-to-date organizational information. In return the student organization has all the benefits of an officially recognized Heidelberg University student organization.

Chartered by the Heidelberg University Board of Trustees, Student Senate is the representative body of all students at Heidelberg, responsible for ensuring the student body’s general welfare as well as the regulation of student organizations.

In addition to student-led organizations, academic departments will offer organizations specific to their area of discipline as well as theatre arts, music in the arts, Forensics “speech team”, and several other organizations available to students. A listing of campus organizations may be found on the Heidelberg website.

DINING FACILITIES

Located in the center of campus, Hoernemann Refectory is an all-you-care-to-eat dining hall that serves breakfast, lunch and dinner until 10 PM everyday. Menu options change daily to create variety and feature seasonal flavors. Seating options vary from quiet nooks to large community tables. A meal/student I.D. card is required for each entry to the Hoernemann dining room.

Fireside Café Pub is a public retail location in University Commons where students, faculty, staff and community members can enjoy breakfast, lunch, dinner, late night desserts and snacks. Guests can also find handcrafted Crimson Cup coffee beverages available throughout the day. Rock Creek Express is located in the Campus Center and offers fresh grab-and-go meal selections for lunch and dinner along with a selection of convenience snacks. It is open Monday through Friday from 11 AM – 8 PM.

All residential students are required to maintain a board plan provided by the University. Berg Bucks, Flex Dollars, cash and credit cards are accepted at Fireside and Rock Creek Express locations.

FACULTY-STUDENT COMMITTEES

One of Heidelberg’s advantages as a small university is that students who are on Student Senate may serve as voting members on standard faculty committees, such as Academic Assessment Committee, Academic Policy Committee, Community Engagement Committee and Undergraduate Curriculum Committee, in addition to various ad hoc committees. The Student Senate president is a full voting member of the General Faculty.

HEALTH SERVICES

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

MUSICIANSHIP ACTIVITIES

During the year, the University brings to the campus outstanding concerts and lecture attractions. In the School of Music, weekly student recitals are presented to give experience in public performance. Faculty members and guest artists present recitals for the University and community throughout the year. Various musical organizations such as the Concert Choir, Symphonic Band, University Community Chorus, University Symphony Orchestra, Chamber Singers, Opera Theatre, Singing Collegians and others contribute to the cultural program with numerous concerts.

THE OFFICE OF INTERNATIONAL AFFAIRS AND STUDIES

The Office of International Affairs and Studies promotes intercultural understanding and global awareness through educational, social, and intercultural programming for all members of the university. The Office provides support services such as immigration and academic counseling to assist non-immigrant students and scholars with their transition to Heidelberg University and the U.S. The Heidelberg English Language Institute (HELI) offers English as a Second Language and American cultural orientation for students whose first-language is not English but who wish to attend an American college or university. The HELI peer partners and the Culture Exchange enhance students’ opportunities to improve their English communication skills, their understanding of American culture and their ability to integrate with their American peers.

The Study Abroad Office, incorporated in the Office of International Affairs and Studies, provides support and guidance in international education opportunities for all students. The Office offers individual appointments and specifically designed programs such as informational sessions, pre-departure training, and reverse culture shock workshops to facilitate the study abroad process. As a result, students are better prepared for the study abroad experience as well as to become global citizens.

THE OFFICE OF DIVERSITY AND INCLUSION

The Office of Diversity and Inclusion strives to create an inclusive campus environment through academic and social programming, while being the steadfast voice of the multicultural student. Through individual appointments, group advising, learning experiences and educational services the Office seeks to create and sustain a campus environment where students respect themselves and an environment that encompasses mutual respect among the racial, cultural, religious, gender, ability and sexual differences.

RELIGIOUS LIFE

The Office of Religious Life provides students opportunities for spiritual growth, leadership development, community building, exploration of diverse faith traditions, and advocacy for just communities through worship, pastoral care, educational programs, sacred spaces, social action, and involvement with student and religious organizations. The campus has two chapels: Rickly and Herster, and a Quiet Room for prayer and meditation. Matters of Faith is a campus-wide gathering every Thursday at Noon. Bible/scripture studies, vocational discernment, and retreats are promoted and encouraged by the Office of Religious Life. The Chaplain seeks to serve all interested students in connecting with their faith tradition and spiritual development.

RESIDENTIAL LIVING

Residence hall living and special interest housing options are an important aspect of the total experience at Heidelberg University. Students gain valuable social experiences through living with people who share similar experiences and values. The University aspires that the group-living experience will be an enjoyable part of college life as well as a learning opportunity. Within the residence halls, houses and apartment complexes, room arrangements vary from rooms for two to four students, with a limited number of single rooms. Some rooms have built-in furniture; others have movable furniture that permits flexible arrangement. Toilets and bathing facilities vary from semi-private facilities to bathrooms shared by a number of people. All residence halls, houses and apartments are tobacco free with King and Krieg Halls as alcohol/substance free.

Closets, desks, chairs, and beds are provided in the rooms. Personal lofts are permitted in Miller Hall, but must meet fire and building codes. Free automatic washers and dryers are available in each residence hall, house and apartment complex.

Special interest housing options are also available to residential students. Upperclass student groups may apply to live in University spaces that are characterized as independent housing opportunities for groups of students with a common interest. Theme-based housing is designed to provide opportunities for students to develop initiatives and programs that they feel will enrich Heidelberg University and/or Tiffin City communities through community engagement.
service and other developmental opportunities. All full-time students, except those commuting from their legal guardian’s (parent’s) home (within 50 driving miles), those married, or single parents with dependent children, those 23 years old or older and those among the designated number of seniors with 2.75 cumulative GPAs or higher AND no judicial history, are required to live and board in the residential buildings during their time at Heidelberg. Students living off campus should bear in mind that their conduct reflects upon the University. Should there be a serious breach of conduct on the part of a student residing off campus, he or she may be subject to University discipline and denial of off-campus privileges.

**SOCIETIES AND FRATERNITIES**

Approximately twenty percent of the Heidelberg campus belongs to a fraternity or a society. These Greek organizations have played an important role in Heidelberg’s educational and social life. Recruitment of new members occurs each year in the fall and spring semester. The Heidelberg Greek community is comprised of ten Greek letter organizations. Of the ten organizations, there are five men’s fraternities, four women’s societies, and one co-ed society. Each organization is characterized with unique qualities and characteristics; but provides opportunities for anyone to join. Established originally as literary societies, these societies and fraternities have developed into organizations committed to providing opportunities for leadership development and networking opportunities. Additionally, they strive to improve scholarship and community service/philanthropic efforts within Seneca County and the Heidelberg community. Finally, these organizations understand the true meaning of friendship through their brotherhood/sisterhood bonds and opportunities to demonstrate Greek unity through activities, such as Greek Week, Greek Sing, formals, and group retreats.

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**Endowed Scholarships**

Annually, Heidelberg directs millions of dollars to Financial Aid for the express purpose of providing financial assistance to our students. A small portion of this assistance is derived from Endowed Scholarships. These gifts come from alumni and friends for the specific purpose of creating a named scholarship to provide financial assistance to students. They are permanently invested in the University’s endowment with only the interest available for spending. Scholarships are awarded by the Financial Aid Office based upon specific selection criteria created by the donor. Currently, named scholarships require a minimum gift of $25,000. Some scholarships may require a separate application. The University is eternally grateful to these donors for the assistance their gifts provide in perpetuity.

- **DR. HENRY LYMAN ABBOTT MEMORIAL SCHOLARSHIP FUND** is to be awarded to a junior or senior in pre-medical studies who has attained a 3.5 cumulative grade point average and who intends to enter medical school. The recipient must be an American citizen, of good character, deserving and recommended by a member of the pre-medical faculty.
- **THE MARY R. ADAIR MEMORIAL SCHOLARSHIP FUND**, established in 1982, is awarded to academically qualified and deserving students.
- **MR. AND MRS. J. EARL ADAMS SCHOLARSHIP**, established in 1982, is awarded to deserving students.
- **O. W. ANDERSON SCHOLARSHIP**, established in 1980, aids worthy students majoring in business administration.
- **DIANE P. ARMSTRONG MEMORIAL SCHOLARSHIP IN EDUCATION**, established in 2015, is awarded to a sophomore, junior or senior education major with 3.25 cumulative grade point average and in need of financial assistance.
- **ALICE C. ARNOLD SCHOLARSHIP FUND**, established in 1988, is used to assist worthy and deserving students.
- **GEORGE AND JENNIE BACHMAN SCHOLARSHIP FUND**, established in 1970, is used to help deserving students.
- **MARSHALL AND FLORENCE (’22) BACON SCHOLARSHIP FUND**, established in 2007 through the estate of Florence Bacon, benefits deserving students.
- **BECK-MEIER SCHOLARSHIP**, established in 1983, is awarded to a pre-medical student.
- **HARRY ROBERT BEHRENS MUSIC SCHOLARSHIP FUND**, established in 1970, provides scholarships for first-year students entering the Department of Music.
- **LEX BERSON SCHOLARSHIP** is awarded each year, by the family, to a political science major.
- **THE BISHOP FAMILY SCHOLARSHIP**, started by Gary R. and Marilyn H. Bishop, benefits a student majoring in business administration, accounting or economics.
- **THE HAROLD E. AND MARGARET M. BOEHM SCHOLARSHIP FUND** is awarded to deserving and academically qualified sophomores or juniors of financial need.
- **THE ROBERT B. BOLENBAUGH MEMORIAL SCHOLARSHIP FUND**, established in 1992, is awarded to academically qualified and deserving students of financial need.
- **THE LUKE AND DORIS BOWDLER SCHOLARSHIP FUND**, established in 2002 by Luke, class of 1941, and Doris, class of 1942, long-time supporters of Heidelberg University, this scholarship will benefit a deserving student.
- **HERBERT L. BOWMAN SCHOLARSHIP FUND**, established in 1988, is awarded to a student majoring in secondary education. Consideration is given to the students’ scholarship, citizenship and moral standards.
- **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 1933, 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 Alumni to consider Heidelberg as their educational preference.

CHARLES A. COCKayne MEMORIAL SCHOLARSHIP FUND is used to assist needy and deserving students.

COLE FAMILY SCHOLARSHIP, created by the Charles and Patty Cole family of Republic, Ohio, is awarded annually to students majoring in business who are financially deserving.

COORS VETERANS’ MEMORIAL SCHOLARSHIP FUND, established nationwide in 1985, provides financial assistance to sons and daughters of American veterans. Students must have at least a 3.0 grade point average and in need of financial assistance.

THE LEONA NEWSOmb 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 Coultier (’64) and daughter, Andrea Hoffman, this scholarship benefits deserving students majoring in chemistry.

THE KENNETH B. CUMMINS SCHOLARSHIP: For qualified students with a preference toward an interest in mathematics.

THE DEITZ FAMILY SCHOLARSHIP, established in 2005 in honor and memory of Robin Deitz, class of 1980, and her parents Benjamin and Norma Deitz, is to be awarded annually to a deserving student involved in music.

FRANK AND MARGARET DeWOLF ENDOWED STUDENT SCHOLARSHIP to support students who meet the following: U.S. citizen; a sophomore, junior or senior; a science or education major; have a 3.0 grade point average and in need of financial assistance.

THE GENE DECKARD MEMORIAL SCHOLARSHIP FUND, established in 1995, awarded annually to one or more deserving students, with priority given to education or history majors.

AllAN B. DiefEnBach - GeRTRUDE E. FOuTZ SCHOLARSHIP FUND, established in 1987, is awarded to an upper class student with a Christian attitude and a 3.0 grade point average.

THE ELEANOR W. AND ROBERT G. DILLER SCHOLARSHIP, established in 2002 by their daughters, the Diller Scholarship assists deserving students who ultimately want to pursue a career in teaching. Recipient must maintain a grade point average of 3.0 or better.

THE RALPH AND AMELIA DREHER/OPAL DREHER LIGHT AND GEORGE LIGHT SCHOLARSHIP FUND, established in 1977, provides aid to deserving students who have graduated from a public high school and maintains a 3.0 at Heidelberg.

THE DOROTHY SMYTHE DUESLER MEMORIAL SCHOLARSHIP IN EDUCATION, established in 2000, is awarded to a student majoring in education.

THE DR. ALICE L. EBEL SCHOLARSHIP, established in 2001, is awarded to women students majoring in political science who desire a career in civic and public service and may be motivated to run for elected office.

THE GERALD D. EDWARDS SCHOLARSHIP, established in 1998 in honor of Gerald D. Edwards, class of 1972, to assist a sophomore, junior or senior African American student.

EIGHTH UNITED CHURCH OF CHRIST (CLEVELAND) SCHOLARSHIP FUND, established in 1977, provides aid to deserving students.

THE GLENN D. EVERETT AND HELEN E. REYNOLDS EVERETT SCHOLARSHIP FUND, established in 1992 in recognition of Helen E. Reynolds Everett’s long and devoted service to Heidelberg University, is awarded to academically qualified and deserving students of financial need.

FACULTY-STAFF SCHOLARSHIP FUND, established in 1958 as a part of the Development Program, assists deserving students.

FAIRHAVEN HOME OF UPPER SANDUSKY, OHIO, has established a scholarship to provide an annual award, preferably to a student interested in problems of the aged.

FIFTY-YEAR CLASS SCHOLARSHIP FUND was established in 1968 by gifts from the Class of 1917 and the Class of 1918. It is awarded to deserving students.

LESlie H. AND THELMA M. FISHEL MUSIC SCHOLARSHIP FUND was established in 1982 to assist a music student with University expenses.

THE DOROTHY AND FLOYD FITCH SCHOLARSHIP, established in 2001, shall be awarded to full-time Black American student of junior or senior rank who has demonstrated leadership and character.

GEORGIA FLAD SCHOLARSHIP FUND, established in 1976 by St. John’s United Church of Christ, Bolivar, Ohio, is used to support a deserving student from Tuscarawas or Stark counties, Ohio.

PHILIP AND MARCIA FLECK SCHOLARSHIP, established in 1983, is awarded to a junior or senior from the Seneca County area that is majoring in one of the natural sciences.

FOUSE SCHOLARSHIP is awarded to students preparing for United Church of Christ ministry.

RALPH AND DOROTHY FOUTZ SCHOLARSHIP FUND is awarded to a male or female full-time student who has completed the first year, has a Christian attitude and has at least a 3.0 grade point average.

THE FRANKLIN FUND, established in 1987 in memory of James Truman Franklin and Edna Darrel Whiting Franklin, is awarded to an upper class student with a Christian attitude and a 3.0 grade point average.

WAYNE AND KATHRYN FUNK SCHOLARSHIP FUND assists deserving students.

WENNER A. FUNK MEMORIAL FUND was established in 1982 to support deserving students on the basis of need.

ELISABETH WEAVER FURBAY MEMORIAL SCHOLARSHIP, established in 2001, benefits students studying music and who have an interest in applying their knowledge “to encourage the perpetuation of the Gospel and the love of Jesus through music.”

PHILIP FURBAY MEMORIAL SCHOLARSHIP, established in 2001, to benefit a student of superior, ethical character majoring in business and involved in extra-curricular activities.

CURTIS F. AND MARCIA PROSTINAK GANTZ, SCHOLARSHIP, established in 2014, is awarded to a junior in need of financial assistance, has demonstrated high academic achievements and provided community service to Heidelberg or the Tiffin communities.

THE GAR FOUNDATION SCHOLARSHIP was established in 1985 to assist deserving and needy students.

THE GENERAL SCHOLARSHIP FUND was established to assist deserving and needy students.

JAMES STUART GILLIE SCHOLARSHIP FUND is awarded to young men and women of good Christian character in the following order of preference: 1. Persons who are active members of the St. John United Church of Christ, Fort Wayne, Indiana; 2. Persons who are active members of any congregation in Allen County, Indiana, which is affiliated with the United Church of Christ; 3. Persons who are active members of any congregation in the state of Indiana which is affiliated with the United Church of Christ; 4. Persons who are active members of any United Church of Christ congregation.

THE ROBERT G. GIOIA SCHOLARSHIP FUND provides aid to full-time deserving students who exemplify the spirit of Robert G. Gioia by demonstrating loyalty, compassion, hard work and a true friend.

ADRIAN J. GOOD SCHOLARSHIP IN CHEMISTRY, established in 2003 through the estate of long time Heidelberg supporter Adrian Good, class of 1948, will benefit a student majoring in chemistry.

JAY L. GOODIN SCHOLARSHIP FUND, established in 1976, is used to assist deserving students.

THE NORMA M. FANT GOODWIN SCHOLARSHIP FUND was 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 1958 as a part of the Development Program, assists deserving students.

THE WORCESTER FARM SCHOOL FUND was established in 1966 to provide financial aid to a student majoring in agriculture.

THE FIFTY-YEAR CLASS SCHOLARSHIP FUND was established in 1968 by gifts from the Class of 1917 and the Class of 1918. It is awarded to deserving students.

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.
THE EMIL J. GUNTHER SCHOLARSHIP, established in 1996, is awarded to academically qualified and deserving students.

THE ROBERT H. HACKNEY DO BIOLOGICAL SCIENCE SCHOLARSHIP FUND will be awarded to a student majoring in biological sciences.

JULIE ANN HAIFER SCHOLARSHIP IN ENGLISH/COMMUNICATION, created in 2009 by her parents, Harold and Elaine Haifer, this scholarship benefits a deserving woman student majoring in English or Communication.

SHARON M. AND DAVID P. HARKINS SCHOLARSHIP FUND, established in 2009, is awarded to descendants of Heidelberg alumni, who are full-time students and have a cumulative grade point average of at least 2.5. This is renewable.

THE ORLETHA HARTSCHUH SCHOLARSHIP FUND, established in 2005 in memory of Orletha Hartschuh, class of 1953, is to be awarded to a deserving and qualified student of financial need.

HARTSCHUH 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 DR. JOHN R. AND JAN KAUFMAN HETER EDUCATION SCHOLARSHIP, established in 2016, is awarded primarily to students who plan to pursue a career in education. Recipient must be a sophomore, junior or senior student from an underrepresented minority, must have a minimum average of at least 2.5. This is renewable.

THE TREVOR T. HICKMAN SCHOLARSHIP, established in 2007 through the generosity of the Hickman Family Foundation, is awarded to 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.

MICHAEL G. KAEHR MUSIC SCHOLARSHIP, established in 2014, is to assist a student who has a passion for voice or vocal music.

DR. AND MRS. PRASAD C. KAKARALA SCHOLARSHIP FUND, established in 2015, is awarded with preference to students from Seneca County, secondly to students from Wyandot, Sandusky and Hancock counties.

KENNETH L. KELLER SCHOLARSHIP FUND, established in 1976, provides aid to needy and deserving students.

DEAN FRANCIS W. KENNEDY SCHOLARSHIP FUND, established in 1975, provides financial assistance to students with need.

THE LORENE E. KENNEDY SCHOLARSHIP FUND established in 1989, is awarded to deserving seniors, juniors or seniors majoring in history, political science or business administration.

KENNEDY MEMORIAL SCHOLARSHIP FUND, assists deserving students with the following priority: 1. Junior Home Kid (or blood or adopted relatives of a family descended from a Junior Home Kid), subject to verification of family affiliation; 2. from the Tiffin area; or 3. a deserving student.

MADOLYN NICHOLS KEY SCHOLARSHIP, established in 2015, is awarded to a sophomore, junior or senior science major in need of financial assistance.

MABEL KINLEY MEMORIAL SCHOLARSHIP awards the income each year on a 60–40 basis to the two candidates for the degree of Bachelor of Music who earn the highest point averages in the junior year.

WILLIAM F. KISSEL SCHOLARSHIP FUND is awarded to worthy and deserving students.

A.A. KITTERER SCHOLARSHIP FUND assists needy and worthy pre-theological students of the United Church of Christ.

HERMAN A. KLAHR SCHOLARSHIP, established in 1989, is used to assist a worthy and deserving student.

AUSTIN E. KNOWLTON MEMORIAL SCHOLARSHIP is awarded to a student majoring in mathematics from Ohio with preference given to freshmen.

THE KATHRYN R. KOCHLIS 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. KOLEHMÄINEN 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 generosity, will provide scholarships for juniors and seniors majoring in science education.

THE KATHRYN R. KOCHLIS SCHOLARSHIP FUND provides aid to students majoring in political science and maintains 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 KATHRYN R. KOCHLIS SCHOLARSHIP FUND provides aid to students majoring in political science and maintains 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 KATHRYN R. KOCHLIS SCHOLARSHIP FUND provides aid to students majoring in political science and maintains 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 KATHRYN R. KOCHLIS SCHOLARSHIP FUND provides aid to students majoring in political science and maintains a 3.0 grade point average. The Scholarship is renewable for three years.

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SCHOLARSHIPS AND PRIZES

HEIDELBERG UNIVERSITY

EVELYN G. MYERS MUSIC SCHOLARSHIP FUND assists a student, or students, majoring in music.

THE ANTHONY J. AND GISELE MURELLO ENDOWED SCHOLARSHIP IN CRIMINAL JUSTICE...

Bonnie Moyer Scholarship Fund, established in 1988, is awarded to a student majoring in business administration who holds the high ideals and sincere work ethics as lived by Bonnie Moyer.

THE ANTHONY J. AND GISELE MURELLO ENDOWED SCHOLARSHIP IN CRIMINAL JUSTICE benefits a student who majors in criminology, or is from Lorain, Ohio, or is a member of the United Church of Christ, one who is a prospective teacher or minister.

THE CRUZ 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 Martin Scholarship, established in 1988, is awarded to academically qualified students in the fields of natural sciences, mathematics, physics, chemistry and related disciplines.

THE MASTIN SCHOLARSHIP, established in 1988, is awarded to academically qualified students in the fields of natural sciences, mathematics, physics, chemistry and related disciplines.

THE JOHN WILLIARD MATZ SCHOLARSHIP FUND, established in 1989, is awarded to academically qualified and deserving students.

MAYER SCHOLARSHIP FUND assists deserving students.

FREDERICA MAYER SCHOLARSHIP FUND, established in 1975, is awarded to deserving students in the sophomore, junior and senior classes.

McMillan Scholarship is awarded preferably to upper class education students of high academic standing and in need of financial assistance.

THE MEEKER-DEATS SCHOLARSHIP, established in 1988 in memory of Eugene and Mabel Meeker, Gertrude Meeker and Glenn and Anna Lee Meeker Deats ('39), to support a needy, pre-medical student from Seneca County in their senior year.

DAVID C. MERTZ MEMORIAL SCHOLARSHIP IN HISTORY, established in 2014, is awarded to a sophomore, junior or senior history major. Recipient will maintain a minimum 3.00 GPA and demonstrate evidence of financial need.

ADAM E. MILLER SCHOLARSHIP FUND is awarded for scholarship purposes to aid a Stark County (Ohio) student from the United Church of Christ, one who is a prospective teacher or minister.

THE LEWIS N. MILLER SCHOLARSHIP FUND, established in 1994, is awarded to deserving and qualified students of financial need. This scholarship is given in memory of Lewis N. Miller of Elyria, a loyal friend of Heidelberg University.

MARY LOUISE MILLER SCHOLARSHIP, created in 2009 through the estate of Mary Louise Miller, this scholarship benefits a deserving female student. The funds for this scholarship are endowed with the Putnam County Community Foundation.

PAULINE B. MILLER CONSERVATION SCHOLARSHIP is awarded to a deserving junior or senior majoring in environmental science.

BONNIE MOYER SCHOLARSHIP FUND, established in 1988, is awarded to a student majoring in business administration who holds the high ideals and sincere work ethics as lived by Bonnie Moyer.

THE ANTHONY J. AND GISELE MURELLO ENDOWED SCHOLARSHIP IN CRIMINAL JUSTICE benefits a student who majors in criminology, or is from Lorain, Ohio, or is a member of the Phi Alpha Theta Society.

EVELYN G. MYERS MUSIC SCHOLARSHIP FUND assists a student, or students, majoring in music.

THE ALEX G. AND IRENE F. NAGY SCHOLARSHIP is awarded to a student actively involved with a foreign language and extra-curricular activities at Heidelberg University.

PHILLIS TUTTLE O’BRIEN SCHOLARSHIP FUND assists deserving students.

THE FERRIS AND DOROTHY OHL SCHOLARSHIP FUND, established upon their retirement in 1985 after 39 years of teaching at Heidelberg University, provides scholarships for first-year music majors who are working toward Bachelor of Music degrees.

OLESON-WOLFF SCHOLARSHIP, established in 2010 by former students, provides assistance to sophomores who are leaders, participate in forensics or are majoring in business or communication and theatre arts.

TERRY W. AND EDDA (IZZO) OWEN ENDOWED SCHOLARSHIP, established in 2012, is to assist a student majoring in psychology or education and who is a sophomore, junior or senior.

THE WILLIAM AND EMMA OWEN SCHOLARSHIP, established in 2006, is awarded to a student who is of good character, is in good academic standing and is in financial need.

EDWARD N. PAINTON SCHOLARSHIP FUND helps deserving young people while they are at Heidelberg.

PARK-VAUGHAN MEMORIAL SCHOLARSHIP FUND, established in 1976, provides aid to those students preparing to work with emotionally handicapped children.

THE WILLIAM PEART FAMILY CHARITABLE FUND, established in 2006, is awarded to a non-traditional student in the sciences.

JOHN ABRAM PETERS SCHOLARSHIP, established by William Peters ('42) in honor of his grandfather, benefits deserving students majoring in business.

PFISTER SCHOLARSHIP FOR EDUCATION, established in 2012, is to assist an early childhood, elementary or secondary education major who is a sophomore, junior or senior.

DR. CHARLES M. AND MARY C. PRUGH SCHOLARSHIP FUND was established in 1985 by Dr. and Mrs. Prugh, founders and for eighteen years, director of the Heidelberg Junior Year program at Heidelberg University, Germany. Preference is given to students in language or music.

READERS DIGEST FOUNDATION SCHOLARSHIP FUND helps deserving students.

JIM AND SHAY HARTER REESE SCHOLARSHIP IN MEMORY OF RACHAEL ANN REESE, established in 2014, is to assist a sophomore, junior or senior who is in need of financial assistance.

THE PHILIP AND GLADYS RENDOFF MEMORIAL SCHOLARSHIP FUND, established in 1990, is to assist students majoring in elementary education and in need of financial assistance.

RHODES-KING SCHOLARSHIP FUND assists deserving students majoring in piano, voice and violin.

RICKARD SCHOLARSHIP was established to assist deserving students in the sophomore, junior or senior classes.

THE MR. AND 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.

SUZANNE HEFFLEY SCHIAVONI EDUCATION SCHOLARSHIP, established in 2016, is awarded to a sophomore, junior or senior majoring in middle childhood education. Recipient must have a minimum 3.25 grade point average and be in need of financial assistance.

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 SHELLHOUSE FAMILY SCHOLARSHIP, established in 2016, is awarded to a junior or senior science major with a biology preference. Recipient must have a minimum 3.20 grade point average, be involved in co-curricular activities, and in need of financial aid assistance.

THE C. PAUL SHERCK (1931) AND JOHN E. SHERCK (1898) SCHOLARSHIP FUND, established in 1995, is awarded to a financially deserving full-time sophomore, junior or senior student planning a career in teaching, but not necessarily an education major. The recipient must have and maintain a grade point average of at least 3.0 and be of fine character with traits of compassion, honesty, dedication and discipline.

THE DR. HOWARD K. SHUMAKER SCHOLARSHIP FUND, established in 1990, provides aid to full-time students from Bellevue, Ohio or the United States if no students are qualified from the Bellevue, Ohio geographic area.

THE KENNETH I. SKIBA ’85 MEMORIAL SCHOLARSHIP FUND, established in 2016, is awarded to a student with preference given to students from the Cleveland and northeast Ohio area as well as those with financial need. Recipient must have a minimum 2.50 GPA and show strong commitment to community service.

THE GLADYS E. SMITH EDUCATIONAL SCHOLARSHIP, created by Ronald and Katherine Smith, benefits a student majoring in education.

RUTH NICHOLS SOLLARS MUSIC SCHOLARSHIP, established in 2014, is for a music performance or music education major. Preference is given to stringed instrument performer.

THE SHELLHOUSE FAMILY SCHOLARSHIP, established in 2016, is awarded to a junior or senior science major with a biology preference. Recipient must have a minimum 3.00 grade point average, be in need of financial assistance.

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 WALTER E. SUTTON SCHOLARSHIP FUND, established in 2004 in honor of Walter E. Sutton, benefits a student majoring in education.

THE RUSSELL AND MYRNA STRAUSSER MEMORIAL SCHOLARSHIP, established in 1990, is awarded to a sophomore, junior or senior. Recipient must have a minimum 3.00 grade point average, be in need of financial assistance.

THE WAYNE E. STEERMAN SCHOLARSHIP IN SCIENCE, was created in 2003 by Margaret Hanson Reed, class of 1932, to benefit a worthy and deserving student majoring in science.

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. TOWNSSEND SCHOLARSHIP FUND was established to assist a young person with financial need who shows evidence of achieving great breadth of interest and depth of human warmth. Must be at least a junior.

ELIZABETH EBEL AND ROGER W. TRACY ENDOWMENT FOR INTERNATIONAL STUDY ABROAD, established in 2012, is for sophomore, junior or senior.

THE LOUIS S. AND M. CONSTANCE TREEN SCHOLARSHIP IN SCIENCE, established in 1998 by Dr. Meridith Treen, class of 1981, in honor of her parents, is awarded to a deserving junior or senior majoring in natural science, with preference given to a pre-med student.

UNITED CHURCH OF CHRIST 17/76 SCHOLARSHIP FUND, established in 1976, provides assistance to minority students with financial need at Heidelberg University.

THE UNITED CHURCH OF CHRIST SCHOLARSHIP FUND provides financial aid for students to attend Heidelberg University, with preference given to members of the United Church of Christ.

HELEN L. WAGNER SCHOLARSHIP was created in 2002 by the estate of Helen L. Wagner and will benefit deserving students.

HOWARD B. WEAVER SCHOLARSHIP FUND helps students of high academic standing from Stark County, Ohio.

VALERIE WEINGART SCHOLARSHIP, established in the permanent endowment of the University, is awarded annually to a woman majoring in music in her junior or senior year. The recipient, when possible, should be from Columbiana County, Ohio.

THE SARAH E. WELSH EDUCATIONAL SCHOLARSHIP FUND, established in 1999, assists students in the following order: 1. Students who graduate from Springboro High School and are members of the Springboro United Church of Christ in Miamisburg, OH; 2. Students who are members of Springboro UCC and who graduate from a high school other than Springboro; or 3. Students who graduate from Springboro HS and are not members of the Springboro UCC. This award is to be renewed for four years as long as the student is in good academic and social standing.

WHISTLER SCHOLARSHIP IN CHEMISTRY honors Dr. Roy Whistler (’34) professor emeritus at Purdue and often referred to as the “father of carbohydrates”, benefits a sophomore or higher majoring in chemistry.

THE VIRGINIA (1932) AND SHERMAN WHITE SCHOLARSHIP, established in 2005, is awarded to a deserving and academically qualified student.

WILHELM FAMILY ENDOWMENT FUND, created by Alfred A. Wilhelm (’41), Heidelberg Emeritus Trustee, provides financial assistance to full-time students who are industrious with intellectual capacity indicating capability of success.

THE JAMES R. AND LEANNE O. WOLFF SCHOLARSHIP, established in 2005, is awarded to a deserving woman student or students studying science or the humanities, with preference given to those majoring in communication or biology.

THE WOMEN’S GUILD SCHOLARSHIP FUND helps a worthy student, or students, in the sophomore year of college or beyond, preparing for a church-related vocation.

WORLD WAR II MEMORIAL SCHOLARSHIP FUND, established on Memorial Day, 2004 by Verne, class of 1942, and Evelyn, class of 1943, Atwater, this scholarship honors and remembers those Heidelbergers who sacrificed their lives and promises for the future to protect their loved ones and the “American Dream.” The scholarship is awarded to a deserving student majoring in education, business, political science, music or science.

THE ELMER M. ZAUGG SCHOLARSHIP, created in 1997 by Mildred Z. Chamberlin (’33) and Harold M. Zaugg, in honor of their father, a former faculty member and alumnus of Heidelberg University, to assist needy students.

ZECHIEL MEMORIAL SCHOLARSHIP FUND was established by the children and grandchildren of Otto Zechiel and Haezal C. Zechiel. The scholarship is awarded to junior or senior students who are preparing for full-time Christian Ministry or to junior or senior students who are members of the United Church of Christ.
Endowed Prizes and Endowed Funds

Endowed Prizes and Endowed Funds are also gifts permanently invested in the University’s endowment. Prizes are created to provide cash awards to students and Endowed Funds are created to support a faculty, staff or a specific purpose, i.e. choir travel. Financial Aid awards prizes based on selection criteria determined by the donor. Endowed Funds are also awarded through criteria created by the donor. Endowed Prizes and Endowed Funds require a minimum of $10,000. These gifts are deeply appreciated by the University.

The J. Robert Allman Award in Theatre Arts, established in 1997 by the Department of Communication and Theatre Arts (and now coordinated by the School of Music and Theatre), recognizes a graduating student who, out of participation in at least six Heidelberg Theatre productions, is considered to exceed all other acting participants in performance and leadership onstage.

Archives Endowment Fund, created by the Class of 1960 on the occasion of the 50th reunion, provides for the preservation and development for the University Archives and its program.

The Arthur E. and Helen M. Bean Music Award, established in 1998 in honor of the donors, Arthur and Helen Bean. It is given to a junior music major on the Bachelor of Music, Bachelor of Arts or Bachelor of Science degree. Nominations are made by instrumental faculty at the end of the sophomore year jury and the recipient is elected by the instrumental faculty after the nominee has performed a junior recital.

The Berger Family Endowment Fund for Geology and Environmental Science, established in 2015, allows for multiple purposes, including support for interaction with geologists and environmental scientists from the academic and non-academic realm or outside of Heidelberg course offerings.

The Janice Beyerle ’74 Scientific Research Endowment Fund, established in 2015, honors former student, Janice Beyerle ’74. Funds may be used to promote the professional growth of students by stimulating opportunities for scientific research. Potential uses include student research expenses, student travel to scientific meetings, scientific equipment, etc.

The John H. Bing Fund, established in 2010 in honor of Professor John H. Bing, is to support the political science program at Heidelberg University.

F. J. Brand Prize in Physics, annual cash award to the junior or senior who has taken at least 14 semester hours in physics and who, in the judgment of the head of the department, has made the greatest progress in laboratory or classroom work during the year.

Burghalter Memorial Award, annual cash award to any student in the three upper classes who voluntarily during the year by a single continuing unselfish act has best exemplified the spirit of the Good Samaritan.

Chidester Prize, established in 2004 by members of the Excelsior Society and friends of Jackie, assists students from Licking Valley High School or Licking County.

Distinguished Service Award in American Studies, a four year award in recognition of outstanding service to the University or community by a student majoring in American studies.

Distinguished Student Award in American Studies, a cash award presented to the graduating senior who has achieved the highest academic standard during four years at Heidelberg while a major in the department.

The Helmut Fischer Prize in German - American Studies, a student selected by the Language Department who in the past year excelled in German studies or in fostering German - American understanding.

Paul A. Flynn Memorial, awarded to a pre-law student.

Alexander and Christina Garver Memorial Prize, annual cash award to the two first-year students who rank highest in a competition in English composition each May.

Dr. Andrew J. (1981) and Anne Hering Case Medical School Award, to aid a deserving senior(s), in good standing within any major, who has been accepted by and is attending an accredited medical school recognized by the Council of Education of the American Medical Association or by the American Osteopathic Association.

William Henry Gibson Prize Fund, provides an annual cash award to a graduating senior who, in the judgment of the keyboard faculty, has excelled in the performance of a full senior piano or organ recital.

William Henry and Harriet Jane Gibson Awards provides one or two $500 awards to full-time first-year or transfer students, who are non-music majors participating in the Concert Choir during their first year on campus.

The Grangaard - Noss Faculty International Travel Endowment Fund was established in 2015. Faculty may use funds to travel for research, create new courses, present papers, attend symposiums or conferences, visit archives or to gain professional development.

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, an annual cash award given to the highest ranking varsity speaker on Heidelberg’s Forensics/Speech team. The ranking will be based on competition in intercollegiate forensics tournaments throughout a given academic year. This prize will be distributed in the Spring semester.

The Alfred T. Hobson Award, a cash award made annually to the junior or senior majoring in English, Communication, Media, or Theatre whose qualities of character and personality best reflect those of Alfred (All) Hobson.

Paul H. Hoernemann Award, based upon a gift from the Rev. Dr. and Mrs. T. W. Hoernemann, parents of Paul H. Hoernemann. This plaque is awarded annually to the graduating student who most nearly exemplifies the characteristics of mind, body and spirit to which Paul Hoernemann (Class of 1938) dedicated his own life: high ethical character, scholarship, proficiency in athletics and conspicuous loyalty to the spirit of Heidelberg University.

The Paul H. Hoernemann Memorial Prize Fund, annual award divided equally between the two sophomores who have shown the most improvement in football and voice, as determined by the professors and department heads in these areas. The award is to be applied to student's fees during the first semester succeeding the year in which it is awarded, irrespective of any other aid or scholarships.

H. Dana Hopkins Award, annual cash prize to the outstanding senior student majoring in Communication, Media, or Theatre. Selection will be based on scholarship and participation in communication, media, or theatre departmental activities, as judged by the Communication and Media, and Theatre faculty.

Jane Frost Kalnow Memorial Fund, an annual cash award for one or more scholastically outstanding German majors.

Jane Frost Kalnow Memorial Fund Career in Accounting, an annual cash award to the outstanding junior with a career goal in accounting selected by the faculty of Business Administration, Accounting and Economics.

Jane Frost Kalnow Memorial Fund Career in Industry, an annual cash award to the outstanding junior with a career goal in industry, selected by the faculty of Business Administration, Accounting and Economics.

Jane Frost Kalnow Memorial Scholarship, an award given annually to a deserving student based on scholarship and character.

Kefauver Memorial Prize, annual cash award to the member of the junior class who has received the highest grades throughout the year.

Thomas F. Keller Prize, annual cash award to the three members of the graduating class who have received the highest grades throughout their four years at Heidelberg.

The Franklin Kramer Prize, a cash award presented to a junior or senior who has taken at least 12 hours in classics with a grade average of at least 3.5.

The John Allen Krout Award, in honor of the alumnus and former dean of Heidelberg University, is a plaque presented to a junior for scholarship and participation in two varsity athletic sports.

The John Allen Krout Prize in American History, an annual cash award to the graduating senior who, in the judgment of the Department of History, has demonstrated outstanding ability in American history.
Edward Lamb Foundation Award, a plaque awarded to the senior majoring in the field of business administration and economics that has the highest cumulative grade point average.

Charles M. LeGalley Prize in Speech, annual cash award to a junior who is judged by the Department of Communication and Media to be the “best performer” in that year in the activities of the department.

The Liston Prize, priority will first be given to qualified candidates pursuing studies emphasizing water quality, then to students preparing for other environmentally orientated careers. Preference—water resources track. Contingent on student returning to complete graduation or pursuing graduate studies in the aforementioned field.

The Patricia D. Lust Faculty Development Fund, established in 2016, supports the enrichment of Heidelberg faculty and can be used for faculty development needs such as: research funding, curriculum development, conference travel, pedagogical innovation or other creative and scholarly work.

A. G. McQuate Award in Field Biology, annual cash award to the upper class student who, in the judgment of the biology faculty, has demonstrated ability, interest and promise in the areas of conservation and field studies. Participation in formal field studies programs will be encouraged in the granting of this award.

Dr. and Mrs. Burton R. Miller Prize in English, annual cash award to the senior majoring in English who has received the highest grades in English during his or her junior and senior years.

Wellington and Anna Miller Memorial Prize, annual cash award divided between the two seniors receiving the highest grades throughout the year.

The Montague Prize, established in 1995 in memory of Henry S. Montague, a former faculty member of Heidelberg University, is awarded to the most outstanding sophomore and junior keyboard major; applicable only for payment of University fees.

Dr. Rose Moore Education Award, based on scholarship, character, personality and prospects as a teacher, is a cash award to be presented to a student preparing for a career in elementary education.

The David Noss Lecture Series Fund, established in 2010 by Dr. Noss’ children, Roger Noss and Jeanne Noss Kline, this fund will help support efforts to bring to campus prominent speakers on the topics of social justice and ethics.

The Ferris and Dorothy Ohl Prize, a cash award presented for excellence in musical performance to a student music major working toward a Bachelor of Music degree who has best displayed musical talent, performing ability and the potential for professional success. The student will be selected in the second semester of the senior year by the entire music faculty. The prize is to be awarded during Honors Convocation.

Alan S. Okun Prize in Communication and Media, established in 2001 by Alan S. Okun’s (Class of 1972) family, will benefit a student pursuing an interest in electronic communication.

The Arnold “Skip” Oliver Award, established by the Political Science Department in 2005, is awarded to the outstanding student or students in the senior class.

Lenore Osterholm Prize in Spanish, annual cash award to the two students who have achieved the highest grades in Spanish above the 200 level.

Harry Emil Pheiffer Living Memorial Award, annual cash award to a junior preparing for the ministry in the United Church of Christ on the basis of scholarship, Christian character and Christian leadership qualities.

Prentz 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.

Pugh 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.

FSI CHI Outstanding Senior Award, a plaque presented to the graduating senior, majoring in psychology, who has demonstrated outstanding work in academics. Nominations are made by the Heidelberg chapter of Psi Chi (the National Honor Society in Psychology) and final selection is made by the Department of Psychology.

William A. Reiter Memorial Prize, an annual cash award given to highest ranking novice (first year) speaker on Heidelberg’s Forensics/Speech team. The ranking will be based on competition in intercollegiate forensics tournaments throughout a given academic year. This prize will be distributed in the Spring semester.

The Martin A. Reno Prizes in Computing, given in memory of Dr. Martin Reno who, during his forty years at Heidelberg, served as Chairman of the Physics and Computer Science Departments and Associate Vice-President for Information Resources. The Emerging Scholar Prize is given to a sophomore student pursuing a major or a minor offered by the Department of Computer Science who, in the judgment of the departmental faculty, demonstrates strong personal character, outstanding ability and potential for further study in mathematics.

The Martin A. Reno Prizes in Computing, given in memory of Dr. Martin Reno who, during his forty years at Heidelberg, served as Chairman of the Physics and Computer Science Departments and Associate Vice-President for Information Resources. The Emerging Scholar Prize is given to a sophomore student pursuing a major or a minor offered by the Department of Computer Science who, in the judgment of the departmental faculty, demonstrates strong personal character, outstanding ability and potential for further study in mathematics.

The Sr. M. Julia Stinson Prize in Education, an award to a theology seminary to prepare for service as a minister in the United Church of Christ, the recipient is chosen by the Vice President for Academic Affairs from students recommended by the heads of the natural science and mathematics departments.

Stoner Memorial Prize, an annual award to the two sophomores in Arts who receive the highest grades in all courses elected for the major; and graduation are adjudged by the faculty to have excelled during their four years at the University in leadership 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 the senior major 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 senior 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- and sophomore years; available only for the payment of University fees.

Tuu Mu Sigma Prize, a cash award given each year by the organization to the sophomore in the Department of Music who has maintained the highest scholarship average for the year.

Daniel E. Thoren Endowment for International Study Abroad, established in 2016, is awarded to a junior or senior with a minimum 3.0 GPA who shows evidence of financial need for supplemental expenses. The candidate should be a responsible student of record and enrolled at Heidelberg the previous academic year as a full-time student (both semesters). Students who study abroad for one academic year shall receive first priority for funding.

Triad Club Award a credit letter given each year to the junior in the Department of Music who has the highest music cumulative average during the year.

The Wickham Prize in Business, a cash award given annually to the senior who, in the judgment of the Business faculty, has been the most active and effective in organizations and activities within the Heidelberg School of Business. The prize is given in honor of Professor Emeritus William T. Wickham (Class of 1951) who served as chairman of the Business, Accounting and Economics Department from 1977-1999.
Dr. E.I.F. Williams Memorial Prizes in Education, annual cash awards to two men and two women in student teaching who are judged by the Department of Education to rank highest. Two of the prizes are for students preparing to teach in elementary schools, the other two for students preparing to teach in junior or senior high schools.

Wilson Memorial Prize, given each year to a senior majoring in biology, who has been accepted for graduate study in a biological science or in medicine or dentistry and who shows promise of outstanding achievement.

The Leanne O. Wolff Award in Communication and Media, established in 1996, is awarded to a junior majoring in Communication and Media with the highest grade point average after five semesters and 70-80 semester hours at Heidelberg.

The Carl D. Yost Endowment Fund for Study Abroad, established in 2010, assists junior or senior students who meet the fund criteria, with the extra expenses associated with studying abroad.

Allan King Zartman Prize in Biology, to the sophomore or junior in biology who has excelled in the quality of his or her work. The award, made by the head of the Department of Biology, is available only for University fees during the succeeding year.

Elizabeth Conrad Zartman Prize in Philosophy, annual award to the sophomore or junior in philosophy who has excelled in his or her work. The award, made by the head of the Department of Philosophy, is applicable only for University fees during the succeeding year.

### Annual Scholarships

Annual Scholarships are gifts made annually to support students financially. The entire gift is directed to a student or students based on the selection criteria of the donor. Currently, the minimum gift for an Annual Scholarship is $1,250. The University is grateful for these annual gifts.

- **GROCHAN COLONIAL BANK SCHOLARSHIP**, an annual scholarship, established in 2012, which provides financial assistance to incoming freshmen in the Heidelberg School of Business with an interest in a professional career in the financial service industry.
- **PAUL (1967) AND MARTHA FELLER FAMILY SCHOLARSHIP**, established in 2014, provides financial assistance to deserving junior or senior student majoring in mathematics and/or physics (or other physical science), with special consideration given to physics students desiring to pursue a career in Medical Radiation Physics.
- **THE TED AND JANE HOERNEMANN HIERONYMUS SCHOLARSHIP**, created in 2010, provides financial assistance to deserving and qualified students from Miami University who wish to attend Heidelberg.
- **THE TED AND JANE HOERNEMANN HIERONYMUS SCHOLARSHIP IN MUSIC**, created in 2012, provides financial assistance to deserving and qualified students from Mentor High School who wish to attend Heidelberg and major in music education or music performance.
- **HOME SAVINGS AND LOAN COMPANY SCHOLARSHIP**, established in 2002, is to provide aid to a junior or senior business related major with minimum 3.0 GPA.
- **STEPHEN (1964) AND KATHLEEN KELBLEY SCHOLARSHIP**, established in 2006, is to benefit a deserving student from Seneca County.
- **THE CHRISTI THOMAS MEMORIAL SCHOLARSHIP**, established in 2007 and awarded to a junior majoring in education, is given in memory of Christi Thomas, Heidelberg Education Department’s Lemonade Girl.

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### Admission

Heidelberg University seeks to admit candidates who will benefit from the educational offerings of the University and who will contribute to the shared life of the campus community. All interested students are encouraged to apply for admission. Admission is granted after careful review of the candidate’s academic promise, social character, and potential for success at Heidelberg University. An Admission decision will not discriminate on the basis of race, color, sex, gender, gender identity, sexual orientation, religion, national origin, age, or disability.

#### APPLICATION

The application for admission is accessible online on the Admissions webpage. Candidates for admission may apply through either a non-binding Early Action or the Regular Admission process. Early Action applicants who complete their application and submit all supporting materials by December 1 will have their admission status mailed from the Office of Admission by December 15. Applications that are completed with all supporting materials received after December 1 will have their admission status mailed approximately two weeks following the submission.

#### ADMISSION STANDARDS

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. Applicants who are interested in science- and mathematics-related majors are urged to consider additional coursework in related fields of study. Applicants must complete the following:

1. Complete the Heidelberg University Application for Admission.
2. Submit an official high school transcript or equivalent, such as a GED.
3. Submit official college transcripts, if any college-level coursework has been taken.
4. Submit results of the Scholastic Aptitude Test (SAT) or the American College Test (ACT).
5. Submit an official final transcript indicating date of high school graduation.
6. Complete an Admission Essay, if requested.
7. Submit a Guidance Counselor Evaluation, if requested.
8. An on-campus interview with a member of the Admission staff is encouraged.

#### SCHOOL OF MUSIC AND THEATRE

Additionally, applicants to the School of Music and Theatre for the Bachelor of Music Degree must audition in order to demonstrate musical achievement in the area of study in addition to completing the admission standards. Placement tests are used to determine the student’s musical knowledge and background. Applicants should contact the Associate Dean of the School of Music and Theatre or the Office of Admission to schedule an audition.

#### APPLICATION CRITERIA

**HIGH SCHOOL STUDENTS**

Applications may be submitted any time after the junior year of high school. Transcripts of all courses taken, grades and credits received in high school must be sent directly to the Office of Admission before a decision on admission will be made.

**HOMESCHOOL STUDENTS**

Homeschooled students must supply a high school transcript, or its equivalent, including a list of courses taken, grades received or level of proficiency attained. This transcript can be from a homeschool curriculum agency or can be parent (or instructor) generated. A student may apply while their final coursework is in progress. Satisfactory transcript equivalents can include a
General Education Development (GED) certificate or state certificate or a certificate of completion of a home-study program if the program is recognized by the student’s home state.

INTERNATIONAL STUDENTS

Applicants 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 students. Tuition and fees must be paid prior to each semester.

VETERANS OR MILITARY PERSONNEL

Heidelberg University 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.

ADULT STUDENTS

Applicants who are at least 23 years old will be classified as an adult student. However, applicants who have had a break in their education due to life circumstances or who are married and/or have dependents may also apply as an adult. The Office of Admission will review applicants to determine those who qualify. Such applicants need not submit scores from the Scholastic Aptitude Test (SAT) or the American College Test (ACT), but should submit a high school transcript or its equivalent and official transcripts of all previous college work.

NON-DEGREE SEEKING STUDENTS

Persons who wish to enroll for full- or part-time studies 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. An application and official high school and previous college transcripts are required. Non-degree seeking who wish to change from non-degree status to degree status must follow the admission policies and procedures and have the change approved by the Office of Admission.

TRANSIENT/GUEST 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.

COLLEGE CREDIT PLUS PROGRAM

High school students are eligible to apply to the College Credit Plus (CCP) Program. Eligible applicants will complete the online application for College Credit Plus and complete the admission standards.

DUAL ADMISSION PROGRAMS

• 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, 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.

► ADMISSION DECISION

Admission is granted after careful review of the candidate’s academic promise, social character, and potential for success at Heidelberg University. Each application is individually reviewed to determine if the candidate will be able to fulfill the academic responsibilities of a Heidelberg student. Applicants who are denied admission may submit a letter of appeal to the Director of Admission.

Review of high school, and all college transcripts, when applicable, are made by admission or the registrar staff to be sure they are valid. If necessary, additional documentation from the high school or college is collected. Final enrollment into Heidelberg University is contingent upon satisfactory completion of all in-progress coursework on transcripts.

► PROVISIONAL ACCEPTANCE PROGRAM

Provisional acceptance is offered to students who do not meet all of the criteria for admission but exhibit promise of success. Additional support materials may be requested prior to an admission decision being made.

Provisionally admitted students will enroll for 12 or 13 credit hours during their first semester in addition to participating in a support program offered through the Owen Academic and Career Support Center. Provisionally accepted students will have their academic success reviewed at the end of their first semester to determine continuation in the program.

► REQUIREMENTS TO BEGIN CLASSES

Final enrollment is contingent upon satisfactory completion of all high school requirements and/or in-progress college-level coursework. In addition, students must complete the enrollment fee; a certificate of health; and, participate in orientation and welcome week.

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.

CERTIFICATE 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 Disability Coordinator within the Stoner Health Center who determines eligibility for accommodations.

ORIENTATION AND WELCOME WEEK

All accepted students must attend one of the available orientation days typically during the spring and summer months. Information is sent with the acceptance letter. Students are eligible to register into an orientation session after the enrollment fee is received and the registration opens. Students entering Heidelberg as degree seeking students for the first time will also attend Welcome Days, which begins approximately one week prior to the start of academic classes. Exceptions to this policy must be appealed to the Director of Student Engagement.

► READMISSION

Students, who for any reason, left the University must reapply for admission and pay associated fees. Students who have withdrawn in satisfactory academic standing who are not admitted to the University must complete a readmission form. A student who was suspended or dismissed from the University must additionally follow the reinstatement policy. A student who has been suspended from the University for a disciplinary reason may be readmitted by approval of the Dean of Student Affairs. A student who has been suspended for a psychological reason must have approval from the Dean of Student Affairs and the Chief Medical Officer.
Readmitted students will follow the current University Catalog or one that is in circulation within the most recent three years. Readmitted students who believe they are disadvantaged for following the active catalog may petition to the Academic Policies Committee for a full review of their academic history.

► COURSE TRANSFER POLICY
Transfer credit is determined by the Office of the Registrar. Eligible credit must be earned from a college or university accredited by the Higher Learning Commission or other accrediting commissions which have been recognized by the Council on Higher Education Accreditation (CHEA). Credit will be accepted at Heidelberg University as long as the grade earned is C (2.00) or better.

A student transferring to Heidelberg University from other institution(s) of higher learning must meet residency requirements in order to be eligible for graduation from a baccalaureate degree program. A candidate for a degree must take a minimum of 30 semester hours at Heidelberg University. A minimum of 60 hours must be earned at a four-year college or university. At least one-half of the hours required for a major at Heidelberg University (not including allied courses) must be taken as coursework at Heidelberg University and does not include credit by exam or CLEP. In the event a student’s transfer credit awards more than one-half of the hours required by their intended major, additional course requirements will be arranged between the Department Chair and the student to ensure that the student meets the one-half of the hours in the major residency requirement.

Credits will be awarded for specific Heidelberg University courses when transferable credits are for equivalent courses. When the transferable courses do not have Heidelberg University equivalents, credits will be awarded as “elective” credits. Transfer credit does not affect the Heidelberg University cumulative grade point average and may not replace credit earned for the same course at Heidelberg University. Courses identified as “Developmental” or “Pre-College” are not eligible for transfer credit.

Heidelberg requires that international undergraduate applicants provide proof of secondary school completion to be enrolled at the university as first-year students. We reserve the right to accept or reject transcripts and to ask for additional information if deemed necessary. Heidelberg acknowledges a National Association of Credential Evaluation Services (NACES) approved agency for evaluation as an automatically authenticated transcript submission. Some international undergraduate applicants may be required to have their transcripts processed through a NACES agency.

As part of the degree requirements at Heidelberg University, students must earn at least 30 semester hours in undergraduate courses numbered 300 and above. Transfer students are encouraged to read the policy addressing the Graduation Requirements. If a student wishes to appeal a transfer credit decision, s/he may submit a copy of the syllabus from the course in question to the Office of the Registrar no later than 90 days from the date of the transfer evaluation. Appeals will go to, and may be granted by the Department Chair and amended on the student’s transfer evaluation. When cases of unusual or extenuating circumstances occur, a student may appeal the transfer credit decision beyond the 90 day limit.

ADVANCED PLACEMENT (AP)
Heidelberg recognizes the value and purpose of certain college-level courses offered to superior students in many secondary schools through the Advanced Placement Program of the College Entrance Examination Board. To be eligible for advanced standing and/or actual college credit, the entering first-year students must have completed a college-level Advanced Placement course in high school and achieved a satisfactory score on the Advanced Placement Test for that subject. All decisions regarding standing and credit are made by the Registrar.

CAREER-TECHNICAL CERTIFICATION
The Ohio Board of Regents and the Ohio Board of Education have developed pathways for students in adult career-technical educational programs to transfer completed technical courses (that adhere to recognized industry standards) without unnecessary duplication or institutional barriers. Therefore, Heidelberg University will rely on Career-Technical Assurance Guides as a foundation when reviewing credit earned at a career-technical educational facility. The Undergraduate Academic Policy Committee will assess each student’s certificate in partnership with the appropriate department(s) and may award up to 12 semester hours of credit. Students must provide a certificate or other approved verification. Credit may be awarded up to three years after a certificate was earned.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)
Heidelberg awards advanced standing credit for specified Subject Examinations of the College-Level Examination Program. Additional information is available on the website.

INTERNATIONAL BACCALAUREATE ORGANIZATION PROGRAM (IB)
Heidelberg awards advanced standing credit for specified standard and higher level examinations. Additional information is available on the website.

MILITARY CREDIT
Heidelberg University will review any previous military experience and training for possible university credit. The same transfer rules apply to these courses.

Determination of credit is based on the American Council on Education (ACE) guidelines as published in The Guide to the Evaluation of Military Experiences in the Armed Services. In addition to high school or college academic transcripts, applicants will need to submit a DD Form 214 and any military transcripts detailing training and education. These would include:
- DD Form 214
- AARTS Army/ American Council on Education Registry Transcript System
- SMART Sailor/ Marine ACE Registry Transcript
- Community College of the Air Force
- Coast Guard Institute

PRIOR DEGREE
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 online and will be referred to the Academic Policies Committee for a full review of the student’s academic history.

PRIOR LEARNING ASSESSMENT
Heidelberg University embraces diversity in academic development and understands there are several academic pathways leading to a baccalaureate degree. For this reason, Heidelberg welcomes students from various academic backgrounds and will assess coursework on an individual basis while using defined policies.
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 2017–2018**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees for the academic year, including Student Fees</td>
<td>$29,600</td>
</tr>
<tr>
<td>Tuition and Contingent Fee for less than 12 hours, per semester hour (plus laboratory fee for certain courses)</td>
<td>$822.00</td>
</tr>
<tr>
<td>Tuition and Contingent Fee in excess of 18 hours, per semester hour</td>
<td>$822.00</td>
</tr>
<tr>
<td>Summer Tuition</td>
<td>$495.00</td>
</tr>
<tr>
<td>Special Fees, Department of Music for full-time non-music majors</td>
<td></td>
</tr>
<tr>
<td>Private instruction in Applied Music, per semester hour</td>
<td>$250.00</td>
</tr>
<tr>
<td>Credit by Examination: Examination Fee (plus $40.00 per credit hour for each course successfully completed by exam)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Audit Fee</td>
<td>$284.00/credit hour</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$105.00</td>
</tr>
<tr>
<td>Non-participation Graduation Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Lost Identification Card Fee</td>
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</tr>
<tr>
<td>Late Graduation Application Fee</td>
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</tr>
<tr>
<td>Reenrollment Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td></td>
</tr>
<tr>
<td>Semester Failure to Comply Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Lost Key</td>
<td></td>
</tr>
<tr>
<td>Technology Fee (resident)</td>
<td>$100.00</td>
</tr>
<tr>
<td>Technology Fee (full-time non-resident)</td>
<td>$600.00</td>
</tr>
</tbody>
</table>
| 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**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$29,600</td>
</tr>
<tr>
<td>Meal Plan</td>
<td>$4,900</td>
</tr>
<tr>
<td>Room (Double room rate)</td>
<td>$5,300</td>
</tr>
<tr>
<td>Books and Supplies (Estimate)</td>
<td>$1,100</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$600</td>
</tr>
<tr>
<td>Total Estimated Budget</td>
<td>$41,900</td>
</tr>
</tbody>
</table>

The preceding estimated charges are for a student taking not more than 18 semester hours, per semester and having a double room in the residence hall.

**PAYMENT OPTIONS AND BILLING INFORMATION**

The University offers three plans for payment of tuition, room and board. Information regarding payment plans will be sent to the mailing address on file with the Registrar’s Office. For international students, tuition and fees are due at the beginning of each semester and must arrive at Heidelberg three days prior to arriving on campus.

**TWO-PAYMENT PLAN**

This plan, beginning August 1, enables students to pay room, board and tuition costs on a semester basis. No contract fee is required.

**FOUR-PAYMENT PLAN**

This plan allows you to pay tuition, room and board in four payments, two during the first semester and two during the second semester. A contract fee of $45 is required and non-refundable.

**TEN-PAYMENT PLAN**

This plan, beginning August 1, enables students to pay room, board and tuition costs on a monthly basis over a ten-month period. A contract fee of $45 is required and non-refundable.

**DUE DATES FOR FEE PAYMENT FOR 2017–2018**

<table>
<thead>
<tr>
<th>Payment Plan</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Payment Plan</td>
<td>August 1, 2017 to January 2, 2018</td>
</tr>
<tr>
<td>Four-Payment Plan</td>
<td>August 1, 2017 to October 1, 2017</td>
</tr>
<tr>
<td>Ten-Payment Plan</td>
<td>August 1, 2017 to March 1, 2018</td>
</tr>
</tbody>
</table>

Once you are on a payment plan and making payments, the payments must be received no later than ten days after the due date. Payments are due the 1st of each month. If you miss two consecutive payments on the payment plan, you will be cancelled from the payment plan. The contract fee is non-refundable. In order to complete registration, all payment arrangements must be made prior to the beginning of class each semester. Failure to do so will result in the cancellation of the registration. Any arrangements for loans for financial aid should be made well in advance of each semester so that all fees are paid by the time they are due. A 1% interest charge is assessed to all unpaid balances that are not on a payment plan.

Participation in commencement, issuance of a diploma or transcript, or registration for a succeeding semester is dependent upon the student paying all financial obligations to the Business Office. Tuition and Fees help pay for the facilities and services available to students and are not based on an individual’s use of facilities or services, such as free admission to all regular-season athletic events and most campus programs, events, and activities.

**HALF TUITION FOR PERSONS 65 OR OLDER**

Men and women 65 years or older may enroll in undergraduate courses at Heidelberg University for half tuition. They may also elect to enroll in undergraduate courses without credit or examination (Audit). Both options are on a space-available basis and require permission of the instructor and the Office of Admission. The reduced fee schedule, however, does not apply to
non-traditional courses. Information on the reduced-fee schedule for older men and women is available in the Business Office. If you are auditing the class, the fee will be $50.00.

**SCHEDULE OF CHARGES**

Enrollment fee for first-year and transfer students ........................................ $250.00
Application fee ........................................................................................................... 25.00
(This fee is non-refundable from the date of remittance and is not affected by the disposition of the application for admission.)

Room rent in residence halls per semester:
Brown, Krieg, Miller and Talmage Halls:
    Single ........................................... $3,100
    Double ........................................... $2,650
    Triple .............................................. $2,450
    Quadruple ................................................ $2,300
    Super Single ....................................... $3,600
    Super Double ........................................ $2,950
France and King Halls:
    Single ........................................... $2,950
    Double ........................................... $2,650
    Triple .............................................. $2,350
    Super Single ....................................... $3,600
    Super Double ........................................ $2,950
Williard Hall, Apartments, Themed Housing ..................................................... $2,850
Meal Plan, per semester .......................................................................................... $2,450

**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:

\[
\text{Percent of term completed} = \frac{\text{Total number of days completed by student}}{\text{Total number of days in term}} \times 100
\]

Example: If you complete 30% of the semester, you earn 30% of the federal assistance you were originally eligible to receive. The Federal guidelines require that we refund this 30% in the following order: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Perkins Loan, PLUS, Pell Grant, SEOG, and TEACH. This policy governs all Federal grant and loan programs, including Federal Pell Grant, Federal SEOG, Federal Perkins Loan and Federal Stafford Loans. The University will use the tuition adjustment percentage for the university and state fund adjustment. Please contact the Director of Financial Aid with specific questions concerning the refund calculation.

**TUITION ADJUSTMENTS**

Students who totally withdraw from the University will have their tuition charges adjusted by 10% per week through the 60% of the enrollment period. Room and board adjustments will also be made based upon a weekly charge. Please see the Business Manager for specific information. Students who withdraw from a class but not from the University will have their tuition charges adjusted according to the Tuition Adjustment Schedule.

**STUDENT FINANCIAL AID**

Heidelberg University awards financial assistance to students based on financial need, academic merit and special circumstances. The Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA is required for all need-based assistance. Students are encouraged to file their FAFSA by March 1 for timely processing. The application is electronic and can be found at www.fafsa.ed.gov.

Heidelberg University feels the primary responsibility for financing a student’s education rests with the family. Financial aid is based upon the family’s ability to contribute. All students will be considered dependent upon their parents unless there is a special circumstance or are considered independent by federal requirements as indicated on the FAFSA.

The expected family contribution (EFC) is determined by an assessment of family income, assets, number of dependents and number of dependents enrolled in post-secondary education. Financial aid eligibility is determined utilizing the Federal Methodology (FM).

Heidelberg University is a NCAA Division III school and a member of the Ohio Athletic Conference (OAC) and complies with all rules and regulations governing student athletes.

Approximately 98% of students on the Heidelberg University campus receive financial assistance in one or a combination of sources.

Heidelberg University students are awarded over 34 million dollars annually in scholarships, grants, loans and jobs from Federal, State and University sources. Federal Programs that assist Heidelberg students include: Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Perkins Loan, Direct Student Loan, Federal Work-Study, and TEACH. State assistance includes: Ohio College Opportunity Grant (OCOG), Gear Up, Ohio Safety Officers College Memorial Fund, Ohio War Orphans and Ohio National Guard. Please contact the Financial Aid Office for more information about these programs.

**SCHOLARSHIPS AND GRANTS**

The following merit based scholarships are available to first-time, full-time students upon their acceptance to Heidelberg University for the 2017-18 academic year. All awards are based on seventh semester high school GPA and standardized tests taken on or before February 2017.

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.

<table>
<thead>
<tr>
<th>HS GPA</th>
<th>Points</th>
<th>ACT/SAT</th>
<th>Points</th>
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<td>5</td>
<td>&gt;27/1820</td>
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<tr>
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<td>4</td>
<td>25-26/1700-1810</td>
<td>4</td>
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<tr>
<td>&lt;2.7</td>
<td>1</td>
<td>&lt;18/1290</td>
<td>1</td>
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</tbody>
</table>

**Presidential Scholarship** - A $15,500 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 3.00 cumulative GPA at Heidelberg University.

**Dean’s Scholarship** - A $14,500 scholarship will be awarded to students who have a point value of 8 (see chart). Scholarships are renewable at the original amount for four years based on a minimum 3.00 cumulative GPA at Heidelberg University.

**Faculty Scholarship** - A $13,500 scholarship will be awarded to students who have a point value of 7 (see chart). Scholarships are renewable at the original amount for four years based on a minimum 2.75 cumulative GPA at Heidelberg University.

**Academic Scholarship** - A $11,500 scholarship will be awarded to students who have a point value of 6-6 (see chart). Scholarships are renewable at the original amount for four years on a minimum 2.75 cumulative GPA at Heidelberg University.

**Heidelberg Scholars Competition**

Based upon high school GPA and test scores, a select group of students are invited to compete in...
one of three scholarship events. Student may participate in one event and are evaluated against those students at the same competition for the following scholarships:

**Heidelberg Award** – Three (3) top scholarships will be awarded, one at each event. The amount will be $27,500 annually, $100,000 for four years provided the student maintains a 3.0 GPA. This award will supersede all institutional scholarships as well as other entitlement award including: Out of State, UCC, UCC Ministerial as well as Science and Music and Theatre Scholarship.

**Founders Award** – Six (6) scholarships will be awarded, two at each event. The amount will be $22,500 annually, $90,000 for four years provided the student maintains a 3.0 GPA. This award will supersede all institutional scholarships as well as other entitlement awards including: Out of State, UCC, UCC Ministerial as well as Science and Music and Theatre Scholarship.

**Trustees Award** – Approximately 25% of participants will be awarded this scholarship in each event. The amount will be $17,500, annually, $70,000 for four years provided the student maintains a 3.0 GPA. This award will replace the Institutional scholarship offer, but other entitlements will still be granted.

**Fellows Award** – The amount will be $16,000 annually, $64,000 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 2017-18 academic year:

**Music Ambassador Scholarships** with varying amounts awarded based on a performance audition/competition and recommendations of the Music Department Chairman. Prospective students must have a 2.5 minimum high school grade point average. Students must continue to be a music major, make satisfactory academic progress and maintain a 2.5 college GPA to remain eligible.

**Alumni Family Grant** – $1,000 per year for students whose parent, grandparent or sibling graduated from Heidelberg. Must meet satisfactory academic progress for renewal.

**UCC Tuition Grant** – This $1,000 per year grant is awarded to students who are members of the United Church of Christ. A letter of recommendation by their minister is required. UCC students are guaranteed this award regardless of need. The guideline for renewal is compliance with satisfactory academic progress.

**Grants to Children of UCC Ministers** – Children of ordained UCC ministers and full-time missionaries are eligible for a $2,000 grant. The guideline for renewal is compliance with satisfactory academic progress standards.

**Out of State Grant** – $3,000 to a student from a state other than Ohio who lives on campus as a first year student.

**University Grant** – Additional University grant dollars may be awarded to meet a student’s need based upon Heidelberg’s packaging policy and available funds.

**Transfer Academic Scholarship** – This award ranges $9,500–13,500 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 Honor Society, 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).

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**YELLOW RIBBON PROGRAM**

The Yellow Ribbon Program 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 GI Bill 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 continued 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.

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**FEDERAL STUDENT AID PROGRAMS (TITLE IV)**

The following sources of federal aid are administered at Heidelberg. Grants are financial aid sources that don’t have to be paid 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 $606–5,920. 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 one month after graduation.

- **TEACH Grant (Teacher Education Assistance for College and Higher Education)** – A new program which began in 2008–09 awards up to $4,000 grant for students interested in education. Students must have a 3.25 GPA and agree to teach in a high-need field and low income school.

- **Federal Direct Loans** – These guaranteed loans are the Department of Education’s major form of self-help aid for students. First-year students can borrow up to $5,500 with no more than $3,500 being subsidized, sophomores up to $6,500 with no more than $4,500 being subsidized, and juniors and seniors up to $7,500 with no more than $5,500 being subsidized.

- **Grants** – Need-based, Ohio resident. Must complete the FAFSA by October 1. Students with an EFC of 2190 or less are awarded $2,832 for 2016-17.

- **Ohio College Opportunity Grant (OCOG)** – Need-based, Ohio resident. Must complete the FAFSA by October 1. Students with an EFC of 2190 or less are awarded $2,832 for 2016-17.

- **War Orphan Scholarship** – Children of deceased or severely disabled Ohio veterans who served during World War I, World War II, Korea, or Vietnam and were honorably discharged from active duty or were killed in action is over a ten-year repayment schedule. The interest rate was 3.76% for the period of loan and unsubsidized loan for the 2016–17 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 6 months after graduation or when student is enrolled less than half-time and is over a ten-year repayment period. The interest rate was 6.31% for the period of loan and unsubsidized loan for the 2016–17 loan period.

- **Additional Sources of Federal Aid**
  - **Tuition Assistance Act of 2008**
  - **GI Bill** based on a veteran’s service under the eligibility criteria listed above.

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**STATE OF OHIO PROGRAMS**

The State Grants and Scholarships Department of the Ohio Department of Higher Education offers the following federal aid sources that Heidelberg administers.

- **Ohio College Opportunity Grant (OCOG)** – Need-based, Ohio resident. Must complete the FAFSA by October 1. Students with an EFC of 2190 or less are awarded $2,832 for 2016–17.

- **War Orphan Scholarship** – Children of deceased or severely disabled Ohio veterans who served during period of war or declared conflict. Award amount was $5,112 for 2016–17.

- **Ohio National Guard** – Children of National Guard member.

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**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 have been awarded. 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/year to earn a degree: To quantify academic progress, a school must set a maximum time frame in which a student is expected to complete a program. For an undergraduate program, the maximum time frame cannot exceed 150% of the published length of the program measured in credit hours attempted and, also, years.

- Undergraduate programs require 120 hours for graduation. The maximum time frame for students is 180 attempted hours (120 x 1.5=180). Students whose program may require more than 120 hours for a degree will have a higher limit.
- Heidelberg undergraduate programs normally are completed by the end of 4 years of full time enrollment. Therefore, the maximum time frame in years for a full-time student to complete their degree requirements is 6 years (4 x 1.5=6).
- **Credit hour/quantitative requirement:** Students must demonstrate measurable progress towards earning a degree by successfully completing at least 67% of all courses attempted.
- An attempted credit includes graded courses (A, B, C, D, F, FN, P, U, S) and non-graded courses (I, W, WF). Attempted hours also include any transfer hours accepted toward the student’s degree by Heidelberg. Grades of W, WF, F, FN, U, and I are not considered successful completion and are not, therefore, counted in earned credits. Repeated courses are included in attempted credits and courses with passing grades are treated as earned. Audits are not included in attempted or earned credits.
- To calculate the percentage of credits you have earned: total all attempted credits and all earned credits. Then divide the number of earned credits by the number of attempted.

**Total Earned Credits/Total Attempted Credits=Percentage completed**

For example: 18/24=75%, 24/30=80%, 20/30=66.7%

- **Withdrawals:** Grades of W are counted as courses attempted.
- **Incompletes:** An I is not counted in hours passed until a grade is assigned.
- **Audits:** No credit is earned for audited courses. They are not included in attempted hours.
- **Transfer credits:** All transfer hours accepted by Heidelberg are counted in the maximum time frame measurement and therefore are included in attempted and earned hours.

Grade point average requirement/qualitative requirement: At the end of their second year a student must earn a minimum cumulative grade point average of 2.0.

Students must meet Heidelberg’s SAP standards to be eligible for financial aid funds for their next term of enrollment. In order to regain eligibility the student must meet the stated quantitative and qualitative requirements. Students have two options to regain eligibility:

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 on extenuating circumstances (review right to appeal requirements).

Notification: Students not meeting SAP requirements are notified by letter mailed to their mailing address, as indicated in Banner/OASIS II, in mid to late May after the Financial Aid Office staff has reviewed grades and progress. Students are responsible for keeping that address current or having mail forwarded to them during the summer months. The notification letter will state that the student is not meeting SAP requirements and what the student needs to regain eligibility. Unless an appeal is granted for extenuating circumstances, a student can regain eligibility only by coming into compliance with the standards of academic progress.

Right to Appeal: Students have the right to appeal any decision of ineligibility to continue to receive financial assistance. Appeals must be made before the next enrollment term after the aid eligibility has been lost.

- The appeal may not be based upon the need for the financial assistance, poor study habits, course overload or the lack of knowledge that financial assistance was in jeopardy.
- An appeal would normally be based upon some unusual situation or condition which prevented the student from passing courses, or which required withdrawal from class. Such circumstances could include documented student illness or injury, family illness or the death of a family member, loss due to natural disaster, victim of crime or abuse or significant breakdown of family relationship.
- Appeals can only be approved by the Financial Aid Appeals Committee and are separate from admission, academic, or athletic decisions. A completed Heidelberg University SAP Appeals Form is required.
- The appeal must include a typed statement explaining the extenuating circumstances, how the circumstances have been addressed, and the student’s college goals. Documentation is also required such as hospital records, death certificate, statement from third party, etc.
- Students’ appeals which are granted are considered to be on Financial Aid Probation. Probation status requires the student to submit an academic plan that outlines how they will meet SAP standards. This plan is developed with the help of the Financial Aid staff and/or an academic advisor. The plan will be reviewed and monitored by the Financial Aid staff.

Please complete Heidelberg University SAP Appeal Form.

The mere passage of time will not ordinarily restore eligibility to a student who has lost eligibility for failure to make satisfactory academic progress. Students who have been academically dismissed by the University but who are subsequently given permission to re-enroll are not automatically eligible for financial aid funding. SAP requirements must be met. Admission decisions are totally separate from financial aid decisions.

**Repeated Coursework for Financial Aid**

Federal regulation limits the number of times a student may repeat a course and receive federal financial aid. A student may receive federal financial aid funding for one repetition of a previously passed course. Exceptions to this include courses in music and health and physical education for the same course number that does not change, but the content does change. Passing includes grades of A, B, C, D. A failed course can be repeated until passed. All repeated courses affect Satisfactory Academic Progress for financial aid purposes and are counted as attempted hours.

**Financial Aid Renewal**

Renewal of aid may be denied or reduced for the following reasons: failure to make satisfactory academic progress, failure to meet renewal guidelines, disciplinary probation, failure to document continued need for funds, late application, fraudulent information and reduction in funds the University receives from the state or federal sources. Financial assistance terminated or reduced for the above reasons may be reinstated the following year if the conditions have been met or corrected.
THE CORPORATION

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

EMERITI TRUSTEES*


BOARD OF TRUSTEES*

Lynn Dettermann, B.S. (2016–2020) ................................................................. Willard, Ohio
Mitch Felton, B.A. (2016–2020) ............................................................. Tiffin, Ohio
Kathleen Geier~, B.A. (2010–2020), Chair of the Board......................... Akron, Ohio
Lynn Dettermann, B.S. (2016–2020) ................................................................. Willard, Ohio
Richard Odell~, B.M., M.A., H’11 (2013–2021), Vice Chair of the Board... St. Petersburg, Florida
Elizabeth Smith~, B.A., J.D. (1999–2019) ......................................................... Columbus, Ohio
Victor Strimbu~, B.A., J.D. (1996–2020) ......................................................... Cleveland, Ohio
Ralph Talman, B.S. (2006–2021) ................................................................. Columbus, Ohio
Wade E. Young~, B.S., M.D. (2003–2019) ......................................................... Fremont, Ohio
Frann Zverina~, B.S. (2017–2020), Alumni Council President ................. Shaker Heights, Ohio

* Dates following a name indicate the years 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.

DOUG KELLAR, 2013–
Vice President for Enrollment Management
B.S., Muskingum University; M.B.A., Western Michigan University.

PHILIP E. NESS, 2016–
Vice President for University Advancement and Marketing
B.A., Lafayette College.

HOA NGUYEN, 2016–
Vice President for Administration and Business Affairs
B.S., Aquinas College; M.B.A., University of Detroit.

MARGARET C. RUDOLPH, 2012–
Chief Human Resources Officer/Title IV Coordinator
B.A., Ohio University; M.I.H.R., The Ohio State University.

BETH M. SCHWARTZ, 2015–
Vice President for Academic Affairs and Provost
B.A., Colby College; M.A., Ph.D. State University of New York – Buffalo.

MONICA T. VERHOFF, 2012–
Executive Assistant to the President, Provost and Board of Trustees
A.S., Terra State Community College; B.B.A., Tiffin University.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Department</th>
<th>Institution(s)</th>
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<tr>
<td>ACAD. AFFAIRS</td>
<td></td>
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</tr>
<tr>
<td>HASEEB J. AHMED</td>
<td>Dean of the School of Business; Professor of Finance</td>
<td>B.S., University of Texas; M.B.A., Jacksonville State University; Ph.D., University of Mississippi.</td>
</tr>
<tr>
<td>CAROL DUSDIEKER</td>
<td>Associate Dean of the School of Music and Theatre; Associate Professor of Voice</td>
<td>B.Mus., University of Iowa; M.M., D.M., University of Indiana.</td>
</tr>
<tr>
<td>EMILY R. ISAACSON</td>
<td>Associate Dean of the Honors Program; Associate Professor of English</td>
<td>B.A., Augustana College; M.A., Ph.D., University of Missouri-Columbia.</td>
</tr>
<tr>
<td>KAREN JONES</td>
<td>Associate Dean of the School of Education; Assistant Professor of Middle School/Secondary Education</td>
<td>B.A., The Ohio State University; M.A., Ed.D., Ashland University.</td>
</tr>
<tr>
<td>ELLEN NAGY</td>
<td>Associate Dean of the Owen Center; Assistant Professor of German</td>
<td>B.A., Colorado College; M.A., Bowling Green State University; Ph.D., The Ohio State University.</td>
</tr>
<tr>
<td>VICKI OHL</td>
<td>Associate Vice President for Academic Affairs; Associate Dean of Natural Sciences</td>
<td>B.Mus., Heidelberg College; M.M., University of Cincinnati; Ph.D., Bowling Green State University.</td>
</tr>
<tr>
<td>JO-ANN LIPFORD SANDERS</td>
<td>Associate Dean and Director of Master of Arts in Counseling Program</td>
<td>B.L.S., M.A., Bowling Green State University; Ph.D., Kent State University.</td>
</tr>
<tr>
<td>TRACI SITTASON STARK</td>
<td>Associate Dean of Social Sciences; Associate Professor of Psychology</td>
<td>B.A., Duke University; B.A., University of North Carolina; M.S., Ohio University; Ph.D., Ohio University.</td>
</tr>
<tr>
<td>CYNTHIA A. SUTER</td>
<td>Registrar</td>
<td>B.A., Heidelberg College; M.Ed., American InterContinental University.</td>
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<tr>
<td>ADMINISTRATION AND BUSINESS AFFAIRS</td>
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<tr>
<td>BARBARA GABEL</td>
<td>Business Manager</td>
<td>B.S., Tiffin University.</td>
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<tr>
<td>KURT HUENEMANN</td>
<td>Associate Vice President for Information Resources</td>
<td>B.S., Heidelberg College; M.S., Bowling Green State University.</td>
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<tr>
<td>RODNEY E. MORRISON</td>
<td>Associate Vice President for Facilities and Engineering</td>
<td>B.A., Wittenberg University.</td>
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<tr>
<td>GAIL ROBERTS</td>
<td>Director of University Bookstore</td>
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<tr>
<td>Kelly Warke</td>
<td>Controller</td>
<td>B.S., Miami University.</td>
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<td>ENROLLMENT MANAGEMENT</td>
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<tr>
<td>KATHY BORTON</td>
<td>Assistant Director of Admission</td>
<td>B.A., Heidelberg University.</td>
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<tr>
<td>MIKE BROWN</td>
<td>Director of Admission</td>
<td>B.A., Hanover College; M.A., University of Louisville.</td>
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<tr>
<td>ALEXANDRA CHIAPAPPA</td>
<td>Assistant Director of Admission</td>
<td>B.A., Heidelberg University; M.A., Tiffin University.</td>
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<tr>
<td>RACHEL CROOKS</td>
<td>Director of International Student Recruitment</td>
<td>B.A., M.A., Tiffin University.</td>
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<tr>
<td>MELISSA COOK</td>
<td>Assistant Director of Admission</td>
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<tr>
<td>BETH KAGY</td>
<td>Assistant Director of Financial Aid</td>
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<tr>
<td>SUSAN RIFE</td>
<td>Senior Associate Director of Admission</td>
<td>B.S., M.A.E., Heidelberg College.</td>
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<tr>
<td>JULI WEININGER</td>
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<tr>
<td>HUMAN RESOURCES</td>
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<tr>
<td>JEFFREY RHOADES</td>
<td>Director of Safety &amp; Security and Lead Title IX Investigator</td>
<td>B.S., Heidelberg College; M.C.J., Tiffin University.</td>
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<tr>
<td>RONDA WINKLER</td>
<td>Payroll and Benefits Manager</td>
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<tr>
<td>UNIVERSITY ADVANCEMENT AND MARKETING</td>
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<tr>
<td>AUDREY BURKHOLDER</td>
<td>Executive Director of Branding &amp; Marketing</td>
<td>B.S., M.Ed., Bowling Green State University.</td>
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<tr>
<td>ERICA HARTMAN</td>
<td>Associate Director for Creative Services</td>
<td>B.A., York College.</td>
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<tr>
<td>RACHEL HISER</td>
<td>Associate Director for Communications</td>
<td>B.A., Ohio Northern University.</td>
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<tr>
<td>KATIE MCCRYSTAL</td>
<td>Director of The Heidelberg Fund and Alumni Engagement</td>
<td>B.A., Muskingum University; M.Ed., Baldwin Wallace University.</td>
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<tr>
<td>JAMES MINEHART</td>
<td>Executive Director of Development and Planned Giving</td>
<td>B.A., Otterbein College.</td>
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<tr>
<td>ASHLEY POPPE-HELMSTETTER</td>
<td>Executive Director of Development, Alumni Engagement and Annual Giving</td>
<td>B.S., Capital University.</td>
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<tr>
<td>CHERYL STAIB-LEWIS</td>
<td>Executive Director of Advancement &amp; Major Gifts</td>
<td>B.A., M.A., Heidelberg College.</td>
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<tr>
<td>STACY WHEELER</td>
<td>Director of Advancement Services</td>
<td>B.S., M.B.A., Heidelberg University.</td>
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<td>STUDENT AFFAIRS</td>
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<tr>
<td>JULIE ARNOLD</td>
<td>Director of International Affairs and Studies</td>
<td>B.A., M.A.E., Heidelberg University.</td>
</tr>
<tr>
<td>CHERRELLE GARDNER</td>
<td>Director of Multicultural Student Affairs</td>
<td>B.A., M.Ed., Wright State University.</td>
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<tr>
<td>J. MATTHEW PALM</td>
<td>Athletic Director</td>
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Heidelberg University

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B.A., The College of Wooster; M.S., Georgia State University.
JACQUELINE SIRONEN, 2015-
Director of Student Engagement and HYPE

B.A., University of Dayton; M.A., Central Connecticut State University.
PAUL C. SITTASON STARK, 2008-
Chaplain, Director of Religious Life and Civic Engagement

A.B., Duke University; M.Div., The University of Chicago Divinity School.
KA YELA TIDRICK, 2012-
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B.S., The University of Akron; M.Ed., Ashland University.
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MEDICAL STAFF
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Director of Health and Counseling Services
R.N., Owens Community College; B.S.N., Ashland University; F.N.P., Otterbein University.

REBECCA GOSCHE, 2001-
Assistant Director of Health and Counseling Services
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KAREN RABER, 2015-
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B.A., Mount Union University; M.A., Walsh University.

JOHN SHARP, 2016-
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JOHANNA V AN RENTERGHEM, 2015-
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NATIONAL CENTER FOR WATER QUALITY RESEARCH

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Postdoctoral Research Scientist
B.S., University of Calcutta; M.S., University of Kalyani; Ph.D., University of Maryland.

JAKOB A. BOEHLER, 2011-
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B.S., Heidelberg University.

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James H. Getz, Ph.D. – 2002-2003
James A. Troha, Ph.D. – 2008-2009

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