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In compliance with Iowa Code § 261B.9, prior to the commencement of a course of instruction and prior to the receipt of a tuition charge or fee for a course of instruction, Waldorf University provides written disclosure to students of the following information. This information is provided in the university catalog, both in print and on the university's website:

1. The name or title of the course.
2. A brief description of the subject matter of the course.
3. The tuition charge or other fees charged for the course. If a student is enrolled in more than one course, the tuition charge or fee for all courses may be stated in one sum.
4. The refund policy for the return of the refundable portion of tuition, fees or other charges.
5. The application process for Waldorf's degree programs and that completion of the course is applicable toward a degree granted by Waldorf University.
6. The name of Waldorf's accrediting agency, the Higher Learning Commission (HLC), as recognized by the United States Department of Education.

The provisions of this catalog are not to be seen as a binding contract between the student and Waldorf University. The university reserves the right to make changes that seem necessary or desirable, including course, policy and program changes and cancellations.

To graduate, students must meet the degree requirements from the catalog of any year in which they are enrolled full-time. If the student withdraws for more than one semester, the requirements of a subsequent catalog must be followed.

The fulfillment of graduation requirements is the responsibility of the student, not the Registrar, faculty or the academic advisor. To this end, the student should keep a copy of the catalog under which they intend to graduate.

Waldorf University  
106 South Sixth Street  
Forest City, Iowa 50436-1713  
641.585.2450 or 1.800.292.1903

Waldorf University is accredited by the Higher Learning Commission, 230 South La Salle Street, Suite 7-500, Chicago, IL 60604-1411; 800.621.7440

For gainful employment disclosures, visit  
[www.waldorf.edu/disclosure](http://www.waldorf.edu/disclosure).

## // LETTER FROM THE PRESIDENT

Thank you for your interest in Waldorf University! Whether you're a brand new freshman deciding on your first Waldorf classes, or a senior getting ready to finish your degree, the information in this catalog is crucial to your success. As the President of Waldorf University, I'm pleased to welcome you to our course offerings, our degree programs, and our community. I invite you to experience the four pillars on which Waldorf stands: Tradition, Community, Passion and Success.

I came here to Forest City almost two decades ago to teach English at a small, two-year Lutheran college. A lot has changed since then—we're now a university with more than 20 majors, 18 intercollegiate sports teams, outstanding fine arts and an excellent online program. I am particularly excited about our burgeoning master's program.

Though many things have changed, the most important ones remain the same like Waldorf's commitment to quality education and our dedication to an excellent student experience. Waldorf professors really care about your academic success and staff go the extra mile to keep you on track and engaged. When you come to Waldorf, you become a member of our community, a vibrant and cooperative association of learners, athletes, scholars, artists and performers.

Lives are changed here. Lifelong friendships are forged, between students themselves, with staff, and with teachers. I hope you take our mission statement to heart as you read through these pages. And that you join us as we learn, live and serve together.

Sincerely,

  
Robert Alsop, Ph. D.  
Waldorf University President



# I. GENERAL INFORMATION

## // ABOUT WALDORF UNIVERSITY

### **Mission**

Waldorf University seeks to be an engaging community of learning and faith where relationships are formed and opportunities for learning and service abound. Our mission is to educate the whole person emphasizing integrity and equipping students to succeed and to serve the communities where they live and work.

### **As a liberal arts university with core values**

Waldorf offers a curriculum to liberate the way students think so that they may develop a basic understanding and knowledge of how those in a variety of disciplines think and approach life. As a liberal arts University, Waldorf seeks to instill values of service, community, critical inquiry, and lifelong learning in each student and in the very culture of the University community. These values and this education prepare our graduates to understand and contribute to life in our complex and ever-changing world.

### **As a residential university**

Waldorf offers a carefully designed student life program, as well as extensive co-curricular, cultural, and community service activities designed to create a campus atmosphere conducive to a well-rounded educational experience. We value high academic achievement, personal growth, the building of lasting friendships, and a growing awareness of community responsibility.

### **As an online university**

Waldorf offers a broad range of quality online academic programs delivered in an innovative flexible format while providing a positive experience that impacts the lives of students.

### **As a community that values religious faith**

Waldorf seeks to explore the meaning and depth that religion and spirituality can add to life. The questions religion poses for the living of life and the unique perspective Christianity can give to the living of life are explored with academic rigor. Students are encouraged to develop a deep respect for the role religious devotion can play in giving direction, purpose, and a moral foundation to life.

### **As a university engaged with the world**

Waldorf seeks to bring the world to our community by enrolling a significant number of international students. Waldorf actively encourages all students to experience the world through multi-discipline opportunities for travel and study abroad.

### **As a university born of a strong academic heritage**

Waldorf has upheld the Lutheran tradition of excellence in higher education since the University was founded in 1903. This tradition values service to the community, academic excellence, freedom of inquiry, a liberating education, and learning through the exchange of ideas in open conversation.

## // HISTORY AND CHARACTER

Waldorf's character is shaped by the values and beliefs of its Norwegian Lutheran founders: veracity, discipline, the dignity and responsibility of the individual, a commitment to service, and faith in God.

Waldorf University was founded in 1903 by the Reverend C. S. Salveson, then the pastor of what is now Immanuel Lutheran Church in Forest City. Unlike several other Lutheran colleges founded by Norwegian immigrants and the first generation of their progeny, Waldorf began operation as an academy and business college rather than as a preparatory program primarily for future pastors.

Thus, from its earliest days, Waldorf has viewed education sponsored by the church as vital for persons who would serve primarily in secular society. Waldorf's emphasis is fundamentally a "stewardship emphasis": human lives are viewed as a gift from God, and the educational enterprise offers the opportunity for the full flowering of one's potential. Waldorf's mission has always stressed service to others as the means to serve God and achieve fulfilling lives. Whether as future business leaders, teachers, professors, scientists, entrepreneurs, ordained clergy, psychologists, or musicians—it is hoped that Waldorf graduates will aspire to lives of service.

Since 1920, when Waldorf became a junior college, the curriculum has gradually evolved to fully reflect a liberal arts emphasis. Now, nearly all students enroll with the intent of ultimately earning a Bachelor's degree. In the spring of 1994, the College was accredited by the North Central Association of Colleges and Schools to offer its first Bachelor's degrees. In February of 2001, Waldorf became a fully accredited Bachelor's degree granting college.

During January of 2010, Waldorf University launched its first three online programs. Today, Waldorf offers a full slate of certificate, associate, bachelor, and master's degree programs—all 100% online—in addition to the programs offered on campus. In 2016, Waldorf College became Waldorf University. With the success of our graduate program and the diversity of academic offerings, we felt the title university best represents who we are and who we strive to be.

The "core" of the liberal arts program has as goals that students:

- // Learn to think, write, and speak clearly;
- // Begin the process of developing a mature and inquiring mind, with the ability to formulate questions, solve problems and make both intellectual and value judgments;
- // Engage in and appreciate the arts;
- // Acquire understanding of our historical and scientific heritage;
- // Begin to develop an appreciation of other cultures and their ways of knowing; and,

// Consider their religious commitments for their meaning in life and the world in which they live and serve.

Finally, the faculty recognizes that concern for the goals of liberal arts education does not begin at Waldorf, nor are these goals likely to be fully achieved on this campus. The development of an appreciation of “a life of the mind” should begin in the home and at school, be further nurtured at Waldorf, continue in baccalaureate studies at Waldorf and in graduate schools, and become a lifelong process. We believe the success of Waldorf’s program results from the interplay of several characteristics:

- // A dedicated, capable faculty who take pride in effective teaching and who share a personal commitment to the faith, values, and traditions of the University;
- // A low student to faculty ratio, permitting a high level of faculty/student interaction;
- // Solid curricular offerings in a variety of disciplines, enabling students to begin to clarify career goals;
- // An environment in which faith and values are a subject of inquiry, and one in which growth toward moral maturity is a valued goal;
- // A special emphasis on writing, speaking, and global awareness; and,
- // A solid tradition in the fine arts, coupled with a lively program of cultural events, and a broad program of varsity and intramural sports to help students shape a life of enrichment and physical well-being.

Lux et Veritas, “Light and Truth,” reads the motto on the official seal of the University. In its Lutheran and Norwegian roots and uncommon quality of community, Waldorf University offers a distinctive educational experience in a spiritual and moral framework. This catalog will introduce you to the Waldorf University community.

## // ACCREDITATION & MEMBERSHIPS

Waldorf University is accredited by the Higher Learning Commission (HLC) and is recognized by the U.S. Department of Education as one of six regional institutional accreditors in the United States. The HLC as an independent corporation that was founded in 1895 accredits educational institutions in the North Central region.

## // STATE REGISTRATION

Waldorf University is registered with the Iowa College Student Aid Commission. Any complaints may be mailed to Iowa College Aid, 603 E. 12th Street, FL 5th, Des Moines, IA 50319, following the instructions found at [www.iowacollegeaid.gov](http://www.iowacollegeaid.gov). State registration information for Waldorf’s online programs may be found in the Waldorf University Catalog.

The State of Texas requires disclosure that Waldorf University is not regulated in Texas under Chapter 132 of the Texas Education Code. However, Waldorf University is permitted to offer online degree programs to residents of the State of Texas.

Waldorf University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

## // REGISTERING A COMPLAINT

Waldorf University takes pride in our service to students. From time to time, students may have questions concerning policies or practices. Generally, there are logical explanations for situations, and usually most questions can be resolved in an informal setting through direct discussion with the individual or office involved. In instances where a student raises a question about a policy or decision, the affected staff or faculty member may respond. If it is not possible to resolve a matter through direct discussion, a student may appeal for further consideration by registering a complaint.

### Registering a Complaint with Waldorf University

Waldorf University is committed to providing high quality academic programs and services for students, and encourages students to contact the University if there is cause for concern regarding academic or non-academic matters.

A complaint is defined as dissatisfaction occurring when a decision, act, or condition, based upon specific factual data, affects the student in a perceived negative or unjust manner; furthermore, an allegation of improper, unfair, arbitrary, or discriminatory treatment by university personnel.

Students who wish to register a complaint may contact the Waldorf University Vice President for Academic Affairs at 800.292.1903. To clarify the student’s concerns, complaints should be sent in writing to:

Waldorf University  
Office of the Vice President for Academic Affairs  
Salveson Hall, First Floor  
106 South Sixth Street.  
Forest City, IA 50436-1713

Contact information for registering a complaint with the accrediting agencies should be contacted only after the student has registered a complaint with Waldorf University and has not received a response to the request for resolution.

#### Accrediting Agency

Higher Learning Commission  
230 South. LaSalle Street, Suite 7-500  
Chicago, IL 60604-1411

#### Iowa College Student Aid Commission

430 East Grand Avenue, FL 3  
Des Moines, IA 50309-1920

## II. ADMISSIONS

### ABOUT WALDORF UNIVERSITY

While most Waldorf University students come from the small towns of America's heartland, the student body is increasingly diverse geographically, economically and culturally. Typically, the student body has representatives from 39 states and approximately 22 foreign countries. Their interests range across a wide selection of academic disciplines and co-curricular activities. Each student is an individual who is a vital part of a small community of scholarship and fellowship.

For admitted students choosing to enroll at Waldorf, the university is committed to maintaining the lowest possible costs and to offering financial aid.

Waldorf seeks students whose academic preparation, potential for successful collegiate study and qualities of character will benefit from and contribute to the university community. The admissions committee seeks to look beyond standardized test scores and grades to individually consider each applicant's qualities.

Consideration may be given to such matters as the quality of the high school courses completed; college-level classes completed; excellence in the visual or performing arts; achievement in co-curricular activities; and maturity, initiative, and seriousness of purpose as evidenced through work, travel experiences, or contributions to home, church, community, and school. Additionally, students are encouraged to submit a personal letter of reference to the admissions committee for review.

Applicants are judged on individual merit without regard for race, color, creed, religion, sex, age, sexual orientation, national or ethnic origin. An otherwise qualified applicant will not be excluded from admission solely by reason of a disability.

Waldorf's admission program is operated fully in compliance with the "Statement of Principles of Good Practice" adopted by the National Association of College Admissions Counselors. Copies of this statement are available on request from the Admissions Office.

#### Additional Information

Applicants are welcome to submit additional information in support of their application or discuss with an admissions counselor personal matters which may have affected previous academic performance. Each applicant will be reviewed for acceptance based upon grade point average, test scores, class rank, coursework taken and recommendations.

On occasion, the admissions committee may also defer a decision on an applicant's admission until other information has been received. For example, more recent test scores,

results of the present semester's coursework, additional letters of recommendation or a meeting with members of the Admissions Committee may be requested. If additional credentials are needed, the Office of Admissions will inform the applicant.

#### Notification of Admission Decision

Students are notified of the admission decision usually within two weeks after the application file is complete and has been evaluated by the admissions committee. Acceptance of new freshmen who have not yet graduated from high school at the time of acceptance is tentative until such time as official transcripts are received notifying the university of graduation.

Falsification or omission of information on university application may be cause for rescinding admission acceptance.

#### Non-Discrimination Policy

Waldorf University does not discriminate on the basis of race, color, national/ethnic origin or age in admitting students to its programs or in administering its educational policies, scholarship programs or other institution-administered programs. Applicants under the age of 18 are required to provide parental consent when entering into signed agreements with the university.

#### Academic Accommodations

Waldorf University provides appropriate academic accommodations to students with a diagnosed learning disability or other documented conditions that would impact a student's ability to learn or demonstrate their academic progress. Students need to contact the disabilities specialist in the Academic Achievement Center for Excellence (AACE) to request and set up academic accommodations. It is the policy of Waldorf University to provide reasonable accommodation for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all other local and state requirements dealing with students who have recognized disabilities.

Disabilities Specialist Email: [aace@waldorf.edu](mailto:aace@waldorf.edu)  
Phone: 641-585-8211  
Fax: 641-585-8194, Attn: AAACE Disabilities Specialist

#### Recommended High School Program of Study

While Waldorf does not have a mandatory program of high school coursework required for admission, the following is recommended: 4 years of English, 3 years of mathematics, 2 years of foreign language, 3 years of natural science and 4 years of social studies. Waldorf also believes that coursework in the arts or advanced level courses are invaluable, and may, in certain circumstances, replace some of the requirements listed above. However, the university stresses English as the most critical area affecting success in collegiate study.

# RESIDENTIAL ADMISSIONS

## // FRESHMEN

### Application for Admission

Applicants must complete the Waldorf University Application for Admissions and return it to the Office of Admissions. An application may also be submitted online at [www.waldorf.edu](http://www.waldorf.edu).

### Transcripts

An official high school transcript is required of all first time degree seeking applicants. Freshmen applicants who are high school students at the time of application should have their most recent official transcript sent, followed by a final, official transcript upon graduation. Official General Education Development (GED) scores may be presented instead of a high school transcript.

High school applicants who have taken any college class work while in high school need to have an official college transcript sent to the Registrar's Office if they want to receive credit for the college coursework (Post-Secondary Education Options (PSEO) and Dual Enrollment programs).

### High School Advanced Placement Courses

High school applicants who have taken Advanced Placement Examinations while in high school need to have an official college transcript sent to the Registrar's Office if they want to receive credit for the college coursework.

### Test Scores

Freshmen applicants for the residential program are required to submit scores from either the American College Test (ACT) or Scholastic Aptitude Test (SAT). Test scores recorded on the official high school transcript are sufficient. Additional test scores may be examined at the discretion of the Director of Admission or their designee.

Admissions Minimum Requirements:

GPA	ACT*	SAT*
2.0	18	940

\* Either an ACT or SAT score may be submitted to satisfy admissions requirements. SAT scores are based on Math and Verbal score combination.

### Disclosure

Waldorf University requires that admission applicants for the residential program disclose whether they have had a history of criminal convictions. Applicants must also disclose if they are required to register as a sex offender. Failure to disclose a history of criminal activity will result in immediate dismissal from the university.

### Notification of Admission Decision

Students are notified of the admission decision usually within two weeks after the application file is complete and has been evaluated by the Admissions Committee. Acceptance of new freshmen who have not yet graduated from high school at the time of acceptance is tentative until such time as official transcripts are received notifying the university of graduation.

### Confirmation of Admission

Following notification of the admission decision, accepted students are required to submit a tuition deposit. After this deposit is received, the university will begin to work individually with the student to arrange class registration, housing, and orientation (the tuition deposit is refundable until May 1st). A health record will be sent to all accepted students which must be completed by the family physician prior to enrollment.

## // TRANSFER STUDENTS

Waldorf University welcomes students who wish to transfer from other colleges and universities. College credit may be granted for courses satisfactorily completed at accredited institutions. The university reserves the right not to grant credit for courses where it considers the work unsatisfactory, for courses taken at an unaccredited institution, and to require that certain courses be taken at Waldorf.

Transfer applicants are required to submit:

- // Application for admission form
- // An official final high school transcript
- // Official transcript(s) from all colleges and universities attended (including all PSEO and Dual-Enrollment coursework)
- // Upon accepted to the university, submit the tuition deposit (refundable until May 1st)

Waldorf University allows transfer credits from other accredited institutions of higher learning, training, and relevant professional licenses and certificated. They will be evaluated according to the nature and quality of work presented as judged by the university Registrar or their designee through official transcripts.

Students who have earned an Associate of Arts (A.A.) degree from an accredited institution will have their degree considered for meeting all general education core requirements with the exception two religion courses and any specific courses required by the individual major area of study.

Waldorf University will accept up to 16 vocational-technical credits if a student has completed the Associate of Arts degree (A.A.). Waldorf University will accept up to eight vocational-technical credits for students with an Associate of Applied Science (A.A.S.) degree, an Associate of Science (A.S.) degree, an Associate of Specialized Business (A.S.B.) degree, or no degree.

Courses comparable to Waldorf courses and successfully completed with grades of C- or better will be considered for transfer credit. Courses with D grades will be accepted within the Associates of Arts degree; however, transfer credit will not be issued for those courses unless the total transfer credit awarded is less than or equal to credits required to achieve Junior classification status. All coursework within a major or minor must have a grade of C- or higher to be considered for graduation.

Up to 75 percent of undergraduate courses can be transferred into an undergraduate degree program based upon the degree requirements. Up to 50 percent of graduate courses can be transferred into a graduate degree program based upon the degree requirements. All required internships and student teaching must be completed at Waldorf University to earn a Waldorf University degree.

Departments may have additional requirements for admission and completion in a major.

Grades earned in courses accepted for transfer are not included in the grade point average and are not used in computing academic honors, but the credits count toward the total number required for graduation.

## // FORMER STUDENTS

Students who have interrupted attendance at Waldorf University for one semester or more and who wish to return must apply for re-admission through the Admissions Office. Returning students will follow the requirements of the most recent catalog. Students who have attended other institution(s) of higher learning during their absence from Waldorf University must have an official transcript sent from each institution to the director of Admissions' Office.

## // INTERNATIONAL STUDENTS

International students who are citizens of a country where English is not the official language are required to:

- // Submit an International Student Application for Admission form to the Office of Admissions.
- // Submit an Affidavit of Support form along with proof of finances.
- // Submit certified official copies of secondary school records transcripts.
- // Submit certified official copies of all college/university transcripts if applicable.
- // All collegiate or post-secondary foreign transcripts must be evaluated by a certified third party evaluator for U.S. Department of Education equivalencies at the student's own expense. All high school foreign transcripts evaluations will be provided by Waldorf University.
- // Submit an official test score from the TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System Exam), ACT or SAT.

// Show proof of adequate medical health insurance coverage or purchase insurance through the university. Information on the plan offered by Waldorf can be found at [www.sas-mn.com](http://www.sas-mn.com). Contact the Student Insurance Coordinator in the Business Office.

// Record of immunizations for MMR (measles, mumps, rubella), polio, varicella, chicken pox, tetanus/diphtheria/pertussis, and tuberculin skin test. Recommended but not required: HPV (human papilloma virus vaccine), influenza, meningococcal, hepatitis A, and hepatitis B.

// A complete physical is also required. Forms are online at [www.waldorf.edu/healthforms](http://www.waldorf.edu/healthforms). Please print and use these forms prior to arriving in the USA. If you arrive on campus without a physical, you will be given a physical at the local clinic within 48 hours at your own expense. Average cost \$250 US.

Admissions Minimum Requirements:

TOEFL	IELTS	ACT	SAT
61	BAND 5	18	860*

\* *Sat scores are based on Math and Verbal score combinations*

Students who cannot meet the above requirements because of exceptional circumstances may petition to be accepted on a conditional basis.

After being accepted, the student must pay a 500USD deposit for tuition as well as a 125USD deposit if the student is living on campus. These deposits need to be paid before an I-20 will be sent. Any exceptions need to be approved by the Director of Admissions or their designee.

## // INTERNATIONAL STUDENTS—ENGLISH SPEAKING

International students who are citizens of a country where English is the official language are required to:

- // Submit an International Student Application for Admission form to the Office of Admissions.
- // Submit an Affidavit of Support form along with proof of finances.
- // Submit certified official copies of secondary school records transcripts.
- // Submit certified official copies of all college/university transcripts if applicable.
- // All collegiate or post-secondary foreign transcripts must be evaluated by a certified third party evaluator for U.S. Department of Education equivalencies at the student's own expense. All high school foreign transcripts evaluations will be provided by Waldorf University.
- // Submit an official test score from ACT or SAT.
- // Show proof of adequate medical health insurance coverage or purchase insurance through the university. Information on the plan offered by Waldorf can be found at [www.sas-mn.com](http://www.sas-mn.com). Contact the Student Insurance Coordinator in the Business Office.

- // Record of immunizations for MMR (measles, mumps, rubella), polio, varicella, chicken pox, tetanus/diphtheria/pertussis, and tuberculin skin test. Recommended but not required: HPV (human papilloma virus vaccine), influenza, meningococcal, hepatitis A, and hepatitis B.
- // A complete physical is also required. Forms are online at [www.waldorf.edu/healthforms](http://www.waldorf.edu/healthforms). Please print and use these forms prior to arriving in the USA. If you arrive on campus without a physical, you will be given a physical at the local clinic within 48 hours at your own expense. Average cost \$250 US.

All initial-status international students coming from outside the USA are required to live on-campus for their first semester at Waldorf University. After the first semester, international student that are qualified to live off-campus may do so. See Housing Residency Requirement for off-campus eligibility.

## // PART-TIME STUDENTS

A student enrolled in fewer than 12 credit hours of coursework during any semester is considered a part-time student. If a part-time student is applying for financial aid, the same application procedures must be followed as a full-time freshman. Otherwise, part-time students enroll directly with the Offices of the Registrar. A degree-seeking, part-time student must submit official transcripts of other college coursework and/or file a Declaration of Major with the Registrar's Office after completing 16 semester credit hours.

## // HONORS COLLEGE

Students seeking admission to the Honors College should notify either the Dean of the Honors College or the Admissions Office. The Honors Committee will consider the student based on materials submitted in the regular admissions process.

Normally, a student seeking admission to the Honors College must have at least a 3.5 grade point average (4.0 scale) in secondary school work and an ACT composite score of 24. Other promising students may be considered by the committee.

Students enrolled at Waldorf who have a cumulative GPA of 3.5 after the first semester may be admitted to the Honors College. (A 3.5 GPA and a "B" in all Honors courses must be maintained to complete the Honors Program and be a Waldorf Scholar.)

## // ADMISSION SERVICES AND CAMPUS VISITS

Waldorf maintains an Admissions Office with counselors who are available to assist students in making college plans, including financial planning. Persons seeking admission services or desiring additional information about the university are encouraged to write the Admissions Office, Waldorf University, Forest City, IA 50436 or phone 641-585-8112 or 1-800-292-1903 or e-mail [admissions@waldorf.edu](mailto:admissions@waldorf.edu).

Prospective students and their parents are invited and encouraged to visit the campus. In response to wishes of the visitor, efforts are made to arrange a campus tour, class visitations, and conferences with professors, directors of co-curricular programs (such as music, theatre, journalism, etc.), and coaches of the athletic teams.

A \$500 scholarship is awarded to prospective students who attend an open house or an official campus visit. An open house is held each month and offers opportunities to tour the campus, meet students, chat with professors, and learn about Waldorf degree program options. Visit [www.waldorf.edu/OpenHouse](http://www.waldorf.edu/OpenHouse) to view the open house schedule.

The admissions office is normally open weekdays from 8:00 a.m. to 5:00 p.m. and Saturdays 9:00 a.m. to 1:00 p.m. Visitors are asked to call or go online to set an appointment in order that appropriate arrangements can be made for a successful visit.

## ONLINE ADMISSIONS

### // UNDERGRADUATE STUDENTS ONLINE PROGRAM

To be considered for admission to an undergraduate program, applicants must submit the following:

- // A complete application
- // Evidence of high school completion or equivalent:
  - // Applicants transferring in 12 post-secondary credits or more may self-certify high school completion and provide the school's name, city, state and year of graduation
  - // Applicants entering directly from high school or transferring less than 12 post-secondary credits must submit a high school transcript with a GPA of at least 2.0 or equivalent prior to enrollment
- // Official transcripts from previously attended post-secondary institutions, if applicable

If utilizing Federal Student Aid (FSA), applicants must be accepted to Waldorf University and meet all other FSA eligibility requirements

### // GRADUATE STUDENTS ONLINE PROGRAM

To be considered for admission to the graduate program, applicants must submit the following:

- // A complete application
- // Earned bachelor degree from a college or university recognized by the U.S. Department of Education or international documents must be an appropriately authenticated official transcript issued by a governmental authority that attests to the successful completion of a program considered to be equivalent to an accredited bachelor degree.
- // Minimum 2.50 cumulative GPA at the undergraduate level or, in case of transfer students, at the graduate level for full acceptance eligibility.
- // Applicants who have a GPA of 2.00 to 2.49 may be admitted to Waldorf University's graduate program by direct review of the VPAA or designee. With the approval of the VPAA or designee, student entering with a GPA of 2.00–2.49 may be accepted into the graduate program with Provisional Status. Student must earn a minimum grade of B for each course while on Provisional Status.

Applicants are required to submit an official transcript issued by a post-secondary institution accredited by an accrediting agency recognized by the U.S. Department of Education indicating a conferred bachelor's degree. International students must provide an appropriately authenticated official transcript issued by a governmental authority that attests to the successful completion of a program considered to be equivalent to an accredited bachelor's degree. Transcripts not

in U.S. equivalency must be translated through a National Association of Credential Evaluation Services (NACES) approved translating service.

### // START POINT STUDENTS ONLINE PROGRAM

#### Admission for high school students

To be considered for admission to the Start Point program, applicants must submit the following:

- // A complete application
- // 15 years of age and completed sophomore year of high school with a cumulative GPA of 2.5
- // Recommendation from an administrator, academic advisor or counselor at their high school
- // Copy of current high school transcript. If student is home schooled, the student's parents can self-report the student's GPA via a documented letter to the Registrar or Director of Admissions
- // Letter from parent or guardian agreeing to financial responsibility

### // INTERNATIONAL STUDENTS ONLINE PROGRAM

International students must self-certify as to successful completion of the equivalent of Grade 12 in a U.S. secondary school and provide evidence of successful completion of a program considered to be equivalent to an accredited high school diploma or GED certificate. Your international academic transcript must be evaluated and certified by a National Association of Credential Evaluation Services member organization. Please request that the certifying organization's report be sent directly to the registrar at Waldorf University.

International Students who are citizens of a country where English is not the primary language are required to submit one of the following prior to admission:

#### **Official TOEFL (Test of English as a Foreign Language)**

Requirements for admission into our degree programs include: A minimum of 500 in the paper-based version or 61 in the internet-based version.

#### **International English Language Testing System Exam (IELTS):** A minimum of a band 5 or higher is required.

TOEFL and IELTS scores are not required from:

- // International students who have completed two years of study in which English was the language of instruction
- // International students whose English language transcripts have been accepted by institutions domiciled in the U.S. and Canada
- // Written proof of successfully completing (2.0. GPA or higher) at least 30 academic semester hours of university/college level courses (excluding ESL) that are transferable and that were taught completely in English

// Written proof of attaining the C Level English certificate issued by the Government of Vietnam

Transcripts not in U.S. equivalency must be translated through a National Association of Credential Evaluation Services (NACES) approved translating service. Please visit the NACES website for more information. Students who cannot meet the above requirements because of exceptional circumstances may petition to enroll under an alternate admission status (see Admissions Status Policy). If permitted, the student will be allowed to take a maximum of four courses on a non-degree seeking student basis. If a student has a 3.0 GPA or higher after taking four courses, the student may be accepted as a degree-seeking student. If the student's GPA is lower than 3.0, the student's enrollment at Waldorf will be terminated.

### Verification and Exceptional Cases

All documents submitted for review to determine admission status are subject to verification. Applicants selected for verification must provide official high school or GED transcripts and any other documents requested by the university to complete verification. Verification may also be required if the U.S. Department of Education selects a student for verification and requests validation of high school graduation. Failure to comply with this request may result in immediate dismissal from the Waldorf and forfeiture of credits.

Verification may also be required if the U.S. Department of Education selects a student for verification and requests validation of high school graduation. Failure to comply with this request may result in immediate dismissal from Waldorf University and forfeiture of credits.

In the event that an applicant is not able to obtain an official high school transcript due to natural disaster, the Registrar will review an admission petition to determine admission eligibility. In these cases, the student may be admitted conditionally as a non-degree seeking student and must successfully complete twelve (12) semester hours approved by the academic advisor before officially being admitted into a degree program. Please submit supporting documentation to [assistant.registrar@waldorf.edu](mailto:assistant.registrar@waldorf.edu).

### Copies/Official Documents

Waldorf University must receive official transcripts from post-secondary institutions previously attended in which transfer credit is considered. Students in the online program may send copies of transcripts or documents during the initial admission period and enroll as a student on conditional status. The student must provide official transcripts prior to completing twelve (12) undergraduate or six (6) graduate credit hours. Official transfer credit will not be awarded until official transcripts are received by the Office of the Registrar. Transcripts from universities or programs not accredited by a U.S. Department of Education approved accrediting agency will not satisfy transfer credit criteria.

All documents provided to Waldorf University for admission become the sole property of Waldorf University and will not

be returned at any time, nor is Waldorf University permitted to forward them to a third party.

### Application Completion

Upon completing the online program application, students are given a transfer credit evaluation. The evaluation for one degree program is free of charge. However, students wanting to be evaluated for multiple degrees will not be charged for the first evaluation. There is a \$35 fee for subsequent evaluations. Students will be notified of their acceptance status within 6 business days of receipt of all required admissions materials. Upon completion of the application, prospective students may register for courses.

### Computer Access

Students taking online courses must have access to the internet and an individual (non-shared) e-mail account in order to complete a program of study at Waldorf University. If personal internet service is unavailable, students are encouraged to contact local libraries, schools, or a public business to locate access to the internet. Word processing programs that save in .doc format and Adobe Reader are also required. Other software programs or packages may be required for select courses or degree programs.

### Enrollment System

Waldorf University measures course credits for both online and residential courses on a semester hour basis. Course credit for online programs is measured according to semester hour equivalence for the term format. Therefore, a three-credit (3) online course is equivalent to three (3) semester hours.

Waldorf University offers its online programs in an accelerated format. The Term Enrollment System allows adult students the ability to fit their courses around their schedule. The Term Academic Calendar provides the term start dates, end dates, and registration periods.

Because the courses are asynchronous, there are no scheduled sessions in which students must be logged in at a certain time. Students log in during the week to review that week's unit assignments and then may study offline. Students log in to participate in class discussions and submit assignments.

Each course must have a minimum number of student enrollments or the course is subject to cancellation for that term. Academic advisors are available to assist students in planning what courses they need to take each term.

Please refer to the chart below for enrollment status classifications.

Full-Time (Undergraduate) . . . . .	6 Credits +
Full-Time (Graduate) . . . . .	3 Credits
3/4 Time . . . . .	5 Credits
Half-Time . . . . .	3–4 Credits
Less Than Half Time . . . . .	1–2 Credits

**Note:** *Dropping or withdrawing from courses can affect a student's enrollment status and their financial aid eligibility or disbursement.*

When students first enroll, the Admissions Department assists them with the process of enrolling in their first course. Students will follow their degree advisement in the prospect portal. Students needing changes to their degree advisement should contact their academic advisors.

Each time students enroll in a course, they will be notified by e-mail that the registration has been processed. The e-mail contains online account information and instructions for accessing their online course. Within each online course, students will find the information necessary to begin their course work.

## // ADMISSIONS STATUS POLICY ONLINE PROGRAM

Students may enroll in the online program at Waldorf University under one of the following:

- // **Temporary**—Application submitted but has not been approved and evaluated for transfer credit
- // **Conditional**—Application approved and transfer credit evaluated based on copies of transcripts
- // **Accepted**—Application approved, transfer credit evaluated, and all required official transcripts on file

Conditional admission to the online program allows undergraduate applicants to enroll in a program for up to twelve (12) semester credits based on copies pending the receipt of official high school transcript or equivalent (if transferring in less than 12 semester credits) or official post-secondary transcripts. Conditional admission allows graduate applicants to enroll in a program for up to six (6) semester credits based on copies pending the receipt of official post-secondary transcript(s).

Federal Student Aid is not available to students under Temporary Admission Status.

Students who wish to begin enrolling in online courses immediately after their application has been received may do so under Temporary Admissions Status and, while Temporary, may complete up to twelve (12) credit hours. Once all official transcripts are received and evaluated, an Application Evaluation Report will be issued and, pending a favorable review, the student's status will be changed to Accepted. Conditional Status is not available to students under Temporary Status.

When enrolling in online courses while on Temporary status, the student is responsible to select courses that will fulfill the requirements of his/her selected program of study. Information on Waldorf program course requirements can be found on the Waldorf website. For assistance on course selection, students may contact an Academic Advisor at [advising@waldorf.edu](mailto:advising@waldorf.edu).

Before enrolling under Temporary status, the student should make certain he/she meets the Waldorf admissions requirements of a high school transcript or GED. Waldorf only accepts transfer academic credit from institutions accredited

by agencies that are recognized by the Department of Education or, for non-U.S. institutions, approved by the World Education Service (W.E.S.).

A Waldorf transcript cannot be issued while a student is on Temporary status. A Waldorf transcript may be issued for students on Conditional Status but will not list transfer credit. Students with Accepted Status may be issued a Waldorf transcript listing all institutional credit.

## // TRANSFER CREDIT ONLINE PROGRAM

Waldorf University allows transfer credits from other accredited institutions of higher learning, training, and relevant professional licenses and certificated. They will be evaluated according to the nature and quality of work presented as judged by the university Registrar or their designee through official transcripts.

Students who have earned an Associate of Arts (A.A.) degree from an accredited institution will have their degree considered for meeting all general education core requirements with the exception two religion courses and any specific courses required by the individual major area of study.

Waldorf University will accept up to 16 vocational-technical credits if a student has completed the Associate of Arts degree (A.A.). Waldorf University will accept up to eight vocational-technical credits for students with an Associate of Applied Science (A.A.S.) degree, an Associate of Science (A.S.) degree, an Associate of Specialized Business (A.S.B.) degree, or no degree.

Courses comparable to Waldorf courses and successfully completed with grades of C- or better will be considered for transfer credit. Courses with D grades will be accepted within the Associates of Arts degree; however, transfer credit will not be issued for those courses unless the total transfer credit awarded is less than or equal to credits required to achieve Junior classification status. All coursework within a major or minor must have a grade of C- or higher to be considered for graduation.

Up to 75-percent of undergraduate courses can be transferred into an undergraduate degree program based upon the degree requirements. Up to 50-percent of graduate courses can be transferred into a graduate degree program based upon the degree requirements. All required internships and student teaching must be completed at Waldorf University to earn a Waldorf University degree.

Departments may have additional requirements for admission and completion in a major.

Grades earned in courses accepted for transfer are not included in the grade point average and are not used in computing academic honors, but the credits count toward the total number required for graduation.

Waldorf University considers guidelines established by the American Council on Education (ACE) to determine if certain

training programs, certificates, professional licenses, and/or military training warrant awarding academic credit.

Waldorf University accepts credit by examination from the following:

- // The College Level Examination Program (CLEP)
- // Defense Activity for Non-Traditional Education Support (DANTES)

## // TRANSCRIPT REQUEST SERVICE (ONLINE ONLY)

Waldorf University offers a transcript request service for online students. Upon request, we will contact the prior colleges and/or universities the applicant has attended to secure all the transcripts needed. There is no fee for this service. Two forms must be completed and signed in order to process the request. The Request for Official Transcript form is sent to each individual college to process the transcript request; the payment form is kept at Waldorf University for processing. We are unable to process the request without both signed forms being submitted. We can only order transcripts for schools the student has listed on the forms. The Transcript Request Service forms can be emailed to [WAL-Transcripts@waldorf.edu](mailto:WAL-Transcripts@waldorf.edu) or faxed to 251-224-0573. We cannot order international transcripts, CLEP scores, and some military transcripts.

### III. TUITION & FEES

Waldorf University provides a concerted effort to maintain a level of student charges and a program of financial assistance which will assure that eligible students who wish to enroll at Waldorf University are able to do so.

Waldorf University holds costs to a minimum consistent with competent instruction and adequate facilities and services. The university reserves the right to change, add, or delete charges without notice.

#### Charges for 2016–2017

A full-time student living on campus can expect the following charges: Tuition, Comprehensive Fee, and Residential Living Charges, for the 2016-2017 year (Fall & Spring semesters)

### // TUITION RATES

#### Residential

##### Full-Time Tuition 2016–2017 year: \$20,160 annually

A student is full-time if they are enrolled for 12 or more credit hours for any semester. The full-time tuition charge remains the same for all full-time students, whether they are taking 12 credits or 17.5 credits.

##### Part-Time Tuition 2016–2017 year: \$548 per credit hour

A student is part-time if they are enrolled for less than 12 credit hours for any semester. Students enrolled for less than nine credits in a semester will be charged a discounted rate of \$274 per credit hour.

##### Overload Tuition 2016–2017 year: \$576 per credit hour

If a student is enrolled in 18 or more credit hours during a semester, an overload charge for each credit hour over 17.5 will be assessed.

#### Online

##### Undergraduate Tuition 2016–2017 year: \$285 per credit hour

The tuition rate for active-duty military members using military tuition assistance is \$250 per credit hour for both the undergraduate and graduate degree programs. The lower rate is offered to keep the tuition rate at the DoD cap of \$250.

The Learning Partner tuition discount is not applicable to students using military Tuition Assistance.

Waldorf University Learning Partners receive a tuition discount that is applied to the full tuition rate.

##### Graduate Tuition 2016–2017 year: \$360 per credit hour

The tuition rate for active-duty military members using military tuition assistance is \$250 per credit hour for both the undergraduate and graduate degree programs. The lower rate is offered to keep the tuition rate at the DoD cap of \$250.

The Learning Partner tuition discount is not applicable to students using military Tuition Assistance.

Waldorf University Learning Partners receive a tuition discount that is applied to the full tuition rate.

### // LIVING OPTIONS

#### Residential Living

\$7,246 per year—Base Charge (double room and meal plan) Waldorf University offers students the ability to choose between several options and combinations for residential living. Students living on campus may choose from three meal plans (required) and four living options. The Base Charge for Residential Living includes a double room and the Purple (full) Meal Plan. All meal plans contain a set amount of Flexible Meal Dollars which can be used to purchase meals and snacks at any of Waldorf's three food service locations. Additional deposits to Warrior Cash can be made by students or parents at the Waldorf Business Office. A \$125 Damage Deposit is charged for the first semester only, and is refunded less any damage fines upon checking out of the residence halls.

#### Living and Housing Accommodations or Modifications

Waldorf University provides appropriate living/housing accommodations or modifications to students based on their individual needs pertaining to a disability and/or health reasons. Students will need to contact the Dean of Students to request and make these arrangements.

#### Residence Hall Options

All rooms include furnishings, cable TV, campus network/internet connection, parking, and security. Residence halls offer laundry, vending, TV lounge, study areas, 24-hour door card security along with hall staff, and security services.

- // Double Room—Available in Rasmusson, Johnson, London, and Ormseth Halls.
- // Single Room—Available in Rasmusson, Johnson, London and Ormseth Halls.
- // Breen Hall Suites—Double room with private bathroom. Air conditioned.

#### Other Living Options

##### Theme Houses (6)

Private houses near campus with additional space, living areas, and kitchen facilities. Students living in a Theme House work together throughout the year on an agreed service theme.

##### Timberland Apartments with single room

\$5,424 for 10 months. Utilities included—billed along with tuition by the semester. A \$125 damage deposit is required. A residential agreement is required to be signed by all four students living in each apartment, as well as an apartment

complex contract and alcohol policy. Each apartment has four bedrooms, two bathrooms, laundry, dining, closets, kitchen area with appliances, dishwasher, and living room. Cable and high speed Internet is provided as well as on site parking (permit required) and garbage services. A meal plan is not included, but may be purchased separately.

Room and Board Per Semester with Meal Plan:

Double Room . . . . .	\$3,623
Single Room . . . . .	\$4,243
Theme House/Ormseth (single). . . . .	\$3,933
Breen (single) . . . . .	\$4,606

## // MEAL PLAN OPTIONS

### Purple Meal Plan

Students receive 19 meals per week plus \$125 of Flexible Meal Dollars per semester. All Freshmen are required to have the 19 Meal Plan for their first semester.

### Gold Meal Plan

Student receives 12 meals per week plus \$225 of Flexible Meal Dollars per semester.

### Silver Meal Plans

Student receives 125 meals plus \$300 of Flexible Meal Dollars per semester.

### Commuter Meal Plans

Contact the Business Office for costs.

Block 80 . . . . .	80 meals plus \$75 in Flex Dollars
Block 50 . . . . .	50 meals plus \$75 in Flex Dollars
Block 30 . . . . .	30 meals plus \$100 in Flex Dollars

### Warrior Bucks

May be added on any ID card in any amount.

## // TRANSPORTATION PASSES

Students may receive a ride through the Waldorf Transportation Program. Students must purchase a transportation pass at the Waldorf University Bookstore by cash, check or credit card. A transportation pass provides travel services to airports, bus stations and medical facilities. Passes are \$150 per semester (Aug.–Dec. or Jan.–May) or \$250 for the entire academic year (Aug.–May). For students that need a ride, but have not purchased a transportation pass will be charged a one-time ride rate. Ride rates are \$30 for transportation inside a 40-mile radius from campus and \$80 for transportation outside a 40-mile radius from campus. Ride requests must be submitted online at [www.waldorf.edu/transportation](http://www.waldorf.edu/transportation) 72 hours prior to the date needed. Medical appointments and transportation to medical facilities can be coordinated through Campus Nurse, Mary Mathiasen at (641) 585-8157. Transportation to airports and bus stations can be

coordinated through Transportation Coordinator, Brett Geelan at (641) 585-8490.

### Medical Facilities

Clinics in: Forest City, IA; Lake Mills, IA; Clear Lake, IA; Britt, IA; Garner, IA; Buffalo Center, IA; Mason City, IA; and Albert Lea, MN (40 mile radius from campus) Hospitals/Urgent Care: Mercy Medical Center in Mason City, IA and Mayo Health Systems in Albert Lea, MN (Transportation pass DOES NOT cover ambulance or air flight transportation)

### Bus Stations

Minneapolis, MN; Mason City, IA; or Des Moines, IA (Greyhound and Megabus)

### Airports

Minneapolis, MN, and Des Moines, IA

## // FEES—RESIDENTIAL

### Comprehensive Fee 2016–2017 year

Full-Time Students . . . . .	\$1,100 annually
Part-Time Students . . . . .	\$120 annually

The Comprehensive Fee for all students covers costs associated with admission to student activities and athletic events; use of Library and Learning Resources; Campus Ministry, Campus Health Services, and other services generally available to students. A portion of the fee goes directly to the Student Senate to support the many student activities and student organizations. Students are also entitled to receive three transcripts at no charge. The Comprehensive Fee for full-time students also includes membership at the Forest City YMCA, Supplemental Accident Insurance, and the Laptop Service fee. The Comprehensive Fee is charged to students each semester the student is enrolled.

### Course Fees 2016–2017 year

The extraordinary cost involved in offering certain classes may involve an additional course fee. Please check course listings for the fee amount.

### Other Fees 2016–2017 year

#### Private Instrumental Lessons

1 credit hour . . . . .	\$301 per semester
2 credit hours . . . . .	\$504 per semester

#### Private Voice Lessons

1 credit hour . . . . .	\$366 per semester
2 credit hours . . . . .	\$560 per semester

**Independent Study** . . . . . \$62 per credit hour

**Directed Study** . . . . . \$87 per credit hour

**Overload** . . . . . \$576 per credit hour

**Parking Permit** . . . . . \$50.00 per year  
*The permit is non-refundable and non-transferable.*

## FEES—ONLINE

Online Library Fee . . . . .	\$35
Additional Program Evaluation Fee . . . . .	\$35
Additional Transcript Fee(s) . . . . .	\$5
Application for Admission (Domestic) . . . . .	\$0
Application for Admission (International) . . . . .	\$0
Certificate Fee . . . . .	\$40
Concentration Change Fee . . . . .	\$25
Degree Program Change Fee . . . . .	\$35
Graduation Audit Fee. . . . .	\$110
Incomplete Course Request Fee . . . . .	\$50
Return Check Fee . . . . .	\$25
Priority Evaluation Fee . . . . .	\$25

## OTHER RESIDENTIAL CHARGES

AACE Fee per semester . . . . .	\$502
Graduation Fee (charged in last semester) . . . . .	\$110
Audit Fee (per class residential only) . . . . .	\$161
Transcript Fee (after first 3 free are received) . . . . .	\$5
Returned (NSF) Check Charge (per returned check) . . . . .	\$25
Finance Charge. . . . . 1% of amount due, calculated on the 10th of each month	
Student ID Card replacement. . . . .	\$25
Research Fee . . . . .	\$25/hour
Out of Area Student Teaching . . . . .	\$100

## CAMPUS PARKING

### Permits

Waldorf University permits the use of vehicles by students. All residential students are required to register their vehicles and purchase a parking permit to park in a Waldorf University student parking lot. Commuter students have the option of purchasing a parking permit, but are not required. Students must purchase a new parking permit every year. Permits are \$50 for the entire academic year which includes summer session, or \$25 for one semester and may be obtained through the Office of Student Life between the hours of 8 a.m.–5 p.m. Monday through Friday. Parking fees are non-refundable after the first day of classes.

### Temporary & Student Guest Permits

If a temporary vehicle is brought to campus, it must be registered with the university within 24 hours. Temporary permits may be issued for up to one week. If a student has a guest stay on campus, the student must obtain a guest parking permit for their guest. Temporary and student guest parking permits may be obtained through the Office of Student Life for \$3. A replacement for lost or damaged permit is \$5.

### Parking Lots

**Fieldhouse Gravel Lot** . . . . . Green Permit  
Johnson/London Residents  
Adjacent to Fieldhouse

**Ormseth Lot.** . . . . . Red & Blue Permits  
Ormseth, Rasmusson, Theme House & Timberland  
Residents & Commuter Students  
Located on the corner of West G & South 8th Streets

**Timberland Lot** . . . . . Blue Permit  
Timberland Apartment Residents  
Located off of Westgate Drive

**Watertower Lot.** . . . . . Purple Permit  
Breen Residents  
Located off of West I Street south of Breen Hall

### Overnight Parking

It is Waldorf regulation that student vehicles are parked overnight in their assigned parking lots and not on City streets. Student vehicles parked overnight on City streets are subject to City ticketing and fines.

### Parking Tickets & Vehicle Booting

The university reserves the right to ticket and boot any vehicle on campus. Parking tickets are \$15 and may be issued by either Campus Security or the Student Life Staff. Parking fines are payable to the Office of Student Life within 10 days of issuance. Unpaid parking fines increase to \$20 and are applied to the student's account in the Business Office. Any vehicle issued four or more parking tickets in one semester will be booted for a 24-hour period. A \$40 boot fine will be imposed to the student. After the 24-hour period, the boot will be removed only if the student has settled all parking fines with Student Life.

### Parking Ticket Appeals

Students who feel they were unfairly issued a parking ticket have the option to appeal the ticket. Appeals must be submitted to the Office of Student Life within 10 days from issuance of ticket. The appeal will be reviewed by a committee within two weeks. The student will be notified of the decision regarding the appeal through e-mail. Appeal forms may be obtained through Student Life or on the web under Transportation and Parking.

## 2016–2017 MANDATORY PRIMARY HEALTH INSURANCE COVERAGE POLICY—RESIDENTIAL ONLY

Waldorf University is extremely interested in making your academic and personal experience meaningful and successful during your time here. Your health and wellness are key components of that experience.

Students these requirements apply to are:

- // All students enrolled with 12 or more credit hours in the residential program

- // All full-time students living on or off campus
- // All international students
- // All full-time Athletes-intercollegiate or club teams
- // All full-time Non-Athletes

All full-time residential registered students will be enrolled in the Student Assurance Services plan offered by Waldorf University for the 2016-2017 school year. A Hard Waiver will be required by each student who does not want or need this coverage. Hard Waivers are ONLY accepted by the Student Insurance Coordinator with proof of ADEQUATE health insurance. Please see Waldorf's definition of hard waiver and adequate below when deciding to waive.

### To Complete a Hard Waiver:

- // A copy of both the front and back of the student's health insurance card must be sent to the Student Insurance Coordinator: (sending to anyone else on campus will not waive the SAS plan!)
  - // E-mail address: retlandb@waldorf.edu
  - // Fax number: 641.585.8194
  - // Mailing address: Student Insurance, 106 South 6th Street, Forest City, IA 50436
- // The Student Insurance Coordinator will then determine if the insurance is adequate.
- // For a student's health insurance to be considered adequate it must be accepted by providers in the Forest City, IA area—that includes Mercy Systems and/or Mayo Systems. ER and/or Urgent Care only are NOT adequate to waive off the plan offered by Waldorf University.
- // If you belong to an HMO, be aware of restrictions and limitations for medical or pharmaceutical services provided outside your HMO territory. Most HMOs are not adequate to waive off the plan offered by Waldorf University, this includes the Kaiser plan.
- // State Aid Health Insurance other than Iowa's Medicaid is not adequate to waive off the plan offered by Waldorf University. Insurance coverage purchased through the Health Insurance Marketplace may not be adequate to waive off the SAS plan.

You will then be notified if your current coverage is adequate or if you will remain on the offered plan if your e-mail address is on file.

The Student Assurance Services, Inc. plan is for 12 months of benefits with the low annual price of only \$1,663. We encourage you to compare Waldorf University's SAS plan to your current plan or shop for other adequate coverage. SAS's plan highlights are listed on Waldorf's website.

The Student Insurance Coordinator will gladly help you with your health insurance decisions by answering any questions you have or helping you research your current plan. Please e-mail any requests to retlandb@waldorf.edu.

## // TERMS OF PAYMENT—RESIDENTIAL

At Waldorf University, you'll find that the Business Office staff stands ready to work with you to find a workable payment plan for each semester's bill. We're confident that we can find the best option for you and encourage you to contact us by phone at 641.585.8135 or at studentaccounts@waldorf.edu. In general, the amount owed to Waldorf University (after Financial Aid) for a specific semester is due according to the following schedule:

- // Fall Semester . . . . . August 31
- // Spring Semester . . . . . January 31
- // Summer Semester . . . . . May 31

### Payment Options:

1. **Payment in Full:** Payment is due August 31st for the fall semester balance that is not covered by financial aid and loans. Payment is due January 31st for the spring semester balance that is not covered by financial aid and loans.
2. **Deferred Payment:** Payment will be accepted with a monthly 1% finance charge added to the student's tuition account. This account must be paid in full to register for the following semester. The first payment is due August 31st.

## // TERMS OF PAYMENT—ONLINE

### Full or Split Payment

Waldorf University offers several options when paying online tuition by credit card. The payments are automatically charged to the credit card supplied by the student. Payments can be made in full payment, split payment, bi-weekly or weekly payments. Tuition must be paid in full for the current term before the next enrollment will be processed.

### Corporate Direct Billing

Tuition is billed to the corporation responsible for funding an employee's tuition. Approved company or government vouchers or purchase orders must accompany Enrollment Agreements.

By the act of registration, students accept the responsibility to pay the charges for the entire semester, regardless of the method or source of payment. Suitable payment arrangements must be made each semester before the third day of classes. Students who do not pay or make suitable payment arrangements for their semester bill will be placed on Business Hold and may not be allowed to attend class or participate in activities until payment or arrangements have been made at the Business Office.

The university reserves the right to withhold registration materials, transcripts, diplomas, and all other information regarding the record of any student who is in arrears in the

payment of tuition, fees, fines, or any other amounts due the university including Perkins or Direct Student Loans. A student may be dismissed from the university for continued delinquency of financial obligations. Unpaid bills will be turned over to a collection agency. Collection and/or other finance charges must be paid by the student in addition to the unpaid amount before the university can release information as described in the preceding paragraph.

## // BUSINESS OFFICE SERVICES

The Waldorf University Business Office provides the following services to students:

- // Tuition, Room and Board Bills
- // Negotiation of Payment Arrangements and Acceptance of Payments
- // Student Insurance Information
- // Tuition Deposit
- // Dispersal of Work Study Checks
- // Identification Cards
- // Perkins Loan Information and Administration

Located on the second floor of Salvesson Hall, the Business Office hours are:

- // Monday to Friday 8:30 a.m. to 4:00 p.m.
- // Other Hours by Appointment

Students may contact the Business Office during office hours at 641-585-8135 or by e-mail: [studentaccounts@waldorf.edu](mailto:studentaccounts@waldorf.edu).

## // REFUND POLICY FOR RESIDENTIAL PROGRAMS

Application for withdrawal from all courses must be made to the Dean of Students and any refund will be based on the withdrawal date. Your withdrawal date will be determined by the university as (1) the date you began the university's withdrawal process or the date you officially notified the Registrar of your intent to withdraw; (2) the midpoint of the semester if you withdraw without notifying the university; or (3) your last date of attendance at an academically-related activity as documented by the university. Once you have completed more than 60% of the semester, there is no refund of tuition, board, or fees cost. If you withdraw from the university before completing 60% of the semester, you may receive a refund on tuition and board charges calculated as follows:

- // The portion of your tuition and board charges you are entitled to receive a refund on is calculated on a percentage basis by comparing the total number of calendar days in the semester to the number of calendar days you completed before you withdrew. (The total number of calendar days in a semester shall exclude any scheduled breaks of more than five days.) For example, if you complete 30% of the semester, you would receive a refund of 70% of the tuition and board charges you were originally billed.

- // There is no refund on fees, room costs or other incidental charges.

### Iowa State Refund Exception

If, at any time, an Iowa student terminates a postsecondary educational program due to the student's physical incapacity or spousal relocation to another city, the terminating student shall receive a refund of tuition charges in an amount that equals the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

### Return of Federal Title IV Financial Aid Funds Policy

As part of the Higher Education Amendments of 1998, Congress passed provisions governing what must happen to your Federal financial assistance if you completely withdraw from school in any semester. The policy governs all

Federal grant and loan programs, including Federal Pell Grant, Federal Perkins Loan, Federal SEOG, Federal TEACH Grant, and Federal Direct Loans, but doesn't affect Federal Work-Study.

In general, the law assumes that you earn your Federal financial aid awards directly in proportion to the number of days of the term you attend. If you completely withdraw from school during a term, the school must calculate according to a specific formula the portion of the total scheduled financial assistance you have earned and are therefore entitled to receive up to the time you withdrew. If you receive (or the university receives on your behalf) more assistance than you earn, the unearned excess funds must be returned to the Department of Education. If, on the other hand, you receive (or the university receives on your behalf) less assistance than the amount you have earned, you may be able to receive those additional funds.

The portion of your Federal grants and loans you are entitled to receive is calculated on a percentage basis by comparing the total number of calendar days in the semester to the number of calendar days you completed before you withdrew. (The total number of calendar days in a semester shall exclude any scheduled breaks of more than five days.) For example, if you complete 30% of the semester, you earn 30% of the assistance you were originally scheduled to receive. This means that 70% of your scheduled awards remain unearned and must be returned to the Federal government.

Federal aid funds are returned in the following order, both by the university and the student: 1) Unsubsidized Federal Direct Stafford Loans; 2) Subsidized Federal Direct Stafford Loans; 3) Federal Perkins Loans; 4) Federal Direct PLUS Loans; 5) Federal Pell Grants; 6) Federal SEOG Grants; 7) Federal TEACH Grant; 8) Other Federal aid programs.

Once you have completed more than 60% of the semester, you can be said to have earned all (100%) of your assistance. If you withdraw from the university (either officially or unofficially) before completing 60% of the semester, you may

have to repay any unearned Federal funds that were already disbursed to you.

Your withdrawal date will be determined by the university as (1) the date you began the university withdrawal process or the date you officially notified the Registrar of your intent to withdraw; (2) the midpoint of the semester if you withdraw without notifying the university; or (3) your last date of attendance at an academically-related activity as documented by the university.

If you have received excess funds that must be returned to the government, the university shares with you the responsibility of returning those excess funds. The university portion of the excess funds to be returned is equal to the lesser of:

- // The entire amount of the excess funds, or
- // Your total tuition and fee charges multiplied by the percentage of unearned funds.

If the university is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return must be repaid according to the terms of your promissory note. If you must return any grant funds, the law provides that the amount you must repay is to be reduced by 50%. This means that you only have to return half of any excess funds you receive. If the return of unearned Federal assistance causes any portion of your tuition and fees to become uncovered, you will be billed by the university. In such cases, you will be required to make arrangements with the Business Office to pay the balance. Refunds and adjusted bills will be sent to the student's home address on file in the Office of the Registrar following withdrawal. Students are responsible for any portion of the institutional charges that are left outstanding after Title IV and other funds are returned.

Any award money you do have to return is considered a Federal grant overpayment. You must either repay the amount due in full or make satisfactory arrangements with the Department of Education to repay the amount. You must complete these arrangements within 45 days of the date of the university's notifying you of your overpayment status or risk losing your eligibility for further Federal financial assistance. You may contact the U.S. Department of Education Claims Division at 800.621.3115.

### Return of Institutional Funds Policy

If a student withdraws before the end of a term after receiving institutional financial aid payments, the percentage calculated under the university's formula for return of Federal Title IV funds to the student's account will be used to calculate the institutional return of funds amount. The only institutional funds that are exempt from this policy is

### Institutional Work-Study

The portion of your institutional grants you are entitled to receive is calculated on a percentage basis by comparing the total number of calendar days in the semester to the number of calendar days you completed before you withdrew. (The total number of calendar days in a semester shall exclude any scheduled breaks of more than five days). For example,

if you complete 30% of the semester, you earn 30% of the assistance you were originally scheduled to receive. This means that 70% of your scheduled awards remain unearned and must be returned to Waldorf University.

### Return of State of Iowa Funds Policy

If a student withdraws before the end of a term after receiving state financial aid payments, the percentage calculated under the university's formula for return of institutional funds to the student's account must be used to calculate the state return of funds amount. The only state scholarship or grant program that is exempt from this policy is the State Work-Study Program.

## // REFUND POLICY FOR ONLINE PROGRAMS

Students who wish to drop/withdraw from the institution are encouraged to complete the Course Drop/Withdrawal Form located in myWaldorf Student Portal; however, students may withdraw in any manner by contacting the Offices of the Registrar.

Refunds are subject to state policies. For information about refund policies in specific states, please see the State Licensure page of the Waldorf University website: <http://www.waldorf.edu/Online/About-Us/Accreditation-and-Memberships/State-Licensure> Any tuition refunds due will be issued within 30 business days. Tuition refunds for course withdrawals are based on the Refund Policy for Online Programs. All students who drop/withdraw from a course after the drop date will be charged a 20 percent registration fee, up to a maximum registration fee of \$150 for the term.

\* *Full tuition and registration fee will be refunded for canceling a course within 7 calendar days from the term start date. The remaining tuition will be refunded based on the course start date and the tuition percentage amounts listed below. In the states of Arkansas and Indiana, Waldorf University follows the refund guidelines set forth by their State Boards of Education or equivalents.*

### Refund Due in the:

1st week . . . . .	100%
2nd week . . . . .	80%
3rd week. . . . .	60%
4th week. . . . .	40%
5th week. . . . .	20%
6th week. . . . .	0%

\* *This registration fee does not apply to Iowa residents.*

Refunds are issued from 0-percent to 60-percent completion of calendar days in the term, in compliance with regulatory requirements. Therefore, refund eligibility occurs up to the 60-percent threshold, prior to the conclusion of Week 5.

Students are not permitted to withdraw from a course after the term end date. Refunds are issued from 0-percent to 60-percent completion of calendar days in the term, in compliance with regulatory requirements. Therefore, refund

eligibility occurs up to the 60-percent threshold, prior to the conclusion of Week 5.

Students are not permitted to withdraw from a course after the term end date.

**Arkansas State Refund Policy**

Arkansas State Refund Policy applies when students who are residents of Arkansas withdraw, drop, or are administratively dropped from a course or the institution.

**Tuition Due Student:**

*Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination*

*Tuition Refund*

Less than 25% . . . . .	Prorated
25% up to but not including 50% . . . . .	50% Refund
50% up to but not including 75% . . . . .	25% Refund
More than 75% . . . . .	No Refund

**Indiana State Refund Policy**

Indiana State Refund Policy applies when students who are residents of the Indiana withdraw, drop, or are administratively dropped from a course or the institution.

**Tuition Due Student:**

*Date of Withdrawal or Termination*

*Tuition Refund*

Less than 10% . . . . .	90% Refund
10% up to but not including 25% . . . . .	75% Refund
25% up to but not including 50% . . . . .	50% Refund
50% up to but not including 75% . . . . .	25% Refund
More than 75% . . . . .	No Refund

**Iowa State Refund Exception**

If, at any time, an Iowa student terminates a postsecondary educational program due to the student's physical incapacity, the terminating student shall receive a refund of tuition charges in an amount that equals the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

**RIGHTS AND RESPONSIBILITIES**

Upon registration, the student and his or her parents (or legal guardian) agree to accept the responsibility and legal obligation to pay all tuition costs, room and board fees, and other special fees incurred or to be incurred for the student's education. The university, in turn, agrees to make available to the student certain educational programs and the use of certain university facilities as applicable and described in this catalog. A failure to pay university bills releases the university of any obligation to continue to provide the applicable educational benefits and services, including statements of

honorable dismissal, grade reports, transcripts of records, diplomas, or preregistrations. The student shall also be denied admittance to classes and the use of university facilities including housing. Under certain circumstances, student paychecks may be applied to unpaid balances.

**FINANCIAL AID**

The primary purpose of the financial aid program at Waldorf University is to make it possible for qualified students who have financial need to bridge the gap between the cost of education and the family's ability to pay. A select number of scholarships and grants are available without regard to need. However, the university's financial aid program is designed to supplement the financial resources of students and their parents, not to replace them.

All students admitted to Waldorf University are eligible to be considered for financial assistance—either based on financial need, academic achievement, or special ability.

There are three basic types of financial aid: gift, loan, and work. Waldorf attempts in its preparation of financial aid to include a "package" of the various forms of aid, including both gift and self-help (loan and/or work). A variety of sources—including university-funded scholarships or endowments, or state and federal programs—will be used as applicable in preparing the aid award.

**Applying for Financial Aid**

Applying for financial assistance need not be a complex process, and students are welcome to consult with staff members of the Admission or Financial Aid Offices for assistance. The procedures to follow in applying for financial aid are:

1. Apply for admission and be accepted.
2. Ask to be considered for financial aid by checking the appropriate blank on the Waldorf Application for Admission. Preference is given to those who make early application.
3. As soon as possible after January 1, submit the Free Application for Federal Student Aid (FAFSA) listing Waldorf University (Code 001895). This form is available online at [www.fafsa.gov](http://www.fafsa.gov). A FAFSA form must be filed each year to re-qualify for financial assistance. Note this form is used to apply for the Federal Pell Grant and, for Iowa residents, the Iowa Tuition Grant. Descriptions of these programs are listed below.
4. Upon acceptance and receipt of the results of the FAFSA report, the university Financial Aid Office will provide a financial aid award. Applicants may also be asked to submit a signed copy of both the student's and the parents' federal income tax returns. There is a FAFSA priority deadline of March 1 for federal and institutional funding.

## // UNIVERSITY-FUNDED GIFT AID FOR RESIDENTIAL STUDENTS

Effective with the 2012–2013 academic year, all academic, athletic, and fine arts related gift aid funded by Waldorf University will be considered tuition designated gift aid. Students must be Full-time to receive Institutional Aid.

**Grants** are awarded to students on a need and no-need basis. In addition, Waldorf annually funds numerous Special Ability Awards.

**Academic Scholarships** are awarded to students who qualify. In order to be considered, students must be accepted for admission, enrolled full-time (at least 12 credits), and in good standing. (Please see [www.waldorf.edu](http://www.waldorf.edu) for more information.) Affinity scholarship recipients are not eligible.

**Special Ability Awards in Athletics, Music, and Drama** are available for students demonstrating high achievement and potential in any of these areas.

Auditions, high school records, portfolios, films, and recommendations are used to select the recipients. Students who wish to apply for Special Ability Awards should request a special application form when applying for admission, in the space provided on the Application for Admission.

**Dollars for Scholars Matching Funds** are awarded to students who receive local chapter scholarships. The university must be notified by August 15 prior to the student's period of enrollment in order to receive the matching funds. Maximum match is \$200.

**Waldorf Student Grants** are available to students not involved in athletics or fine arts activities.

**Waldorf Grants** are a need-based grant awarded to students that show high un-met financial need.

**Departmental Scholarships** are awarded only to incoming freshmen students with a 3.0 or higher GPA and are competitively selected by each Department. A Departmental Scholarship cannot be combined with a scholarship for athletics or fine arts. To remain eligible for a Departmental Scholarship in future awarding years, students must maintain at least a 3.0 GPA.

## // UNIVERSITY FUNDED GIFT-AID FOR ONLINE STUDENTS

### Scholarships

There are various scholarships available to the online students. Please see <http://www.waldorf.edu/OnlineScholarships> for the list of scholarships and their requirements.

### Learning Partners

With the Learning Partner Tuition Discount Program, employees/members of the learning partners are eligible for tuition discounts established with individual organizations

and exclusive scholarship opportunities in the online degree programs. There is no cost to the organization, company, or group to become a learning partner with Waldorf University.

Learning Partner discounts cannot be used with the active-duty military tuition assistance.

## // FEDERAL GOVERNMENT-FUNDED GIFT AID

Federal Pell Grants of up to \$5,815 are available to students through the U.S. Department of Education. The actual amount of these awards is based on demonstrated financial need and may be affected by the actual appropriation by Congress. Application for the Federal Pell Grant is made by completing the appropriate questions on the FAFSA Application.

Federal Supplementary Educational Opportunity Grants (SEOG) are also disbursed by the university to students demonstrating the most need. The grant is usually \$500.

### State of Iowa-Funded Gift Aid

Iowa Tuition Grants are funded by the State of Iowa to Iowa residents who demonstrate need and attend an independent (private) university in Iowa. The maximum award in 2016–2017 was \$2,600. Application for the Iowa

Tuition Grant is accomplished by completing a FAFSA Application. The forms must be received by the processing center by the July 1 deadline. It is suggested the form be completed in February or March online at [www.fafsa.gov](http://www.fafsa.gov).

## // LOAN PROGRAMS

Federal loans, both Perkins and Direct Stafford, require entrance and exit counseling sessions. Loan disbursements cannot be made until the student has met the required entrance session and signed their Master Promissory Note (MPN). Perkins entrance sessions can be completed online at [www.mapping-your-future.org/student/](http://www.mapping-your-future.org/student/). Stafford Loans entrance sessions will be done on campus during orientation. Exit sessions for both Perkins and Stafford Loans are done on campus before the student leaves school. Direct Loan MPNs are completed at [www.studentloans.gov](http://www.studentloans.gov). Perkins MPNs are signed in the Business Office.

Transfer students who have had a Direct Stafford Loan before coming to Waldorf University do not need to attend another entrance session. They are required to attend an exit session before leaving school.

**Federal Perkins Loans (Perkins)** of up to the federal maximum of \$5,500 per year are available to students who show financial need. Since there is limited funding, Waldorf generally awards \$1,400 or less to our students. Perkins Loans are interest-free while the student is attending the university at least half-time and for nine months thereafter. Part or all of such loans may be forgiven for various kinds of teaching

service, nursing, medical technician, law enforcement, corrections officer, military in hostile area, or child/family service agency.

Five percent interest and minimum payments of \$40 per month are due nine months after the student leaves university or becomes less than a half-time student. Funds for this program are made available by Congress and repayment of previous loans made by past students.

**William D. Ford Federal Direct Stafford Loans**, up to \$3,500 for freshmen, \$4,500 for sophomores, and \$5,500 for juniors and seniors, may be available through Waldorf University. Students may also receive up to an additional \$2,000 in Federal Direct Unsubsidized Loans in addition to the above maximums. The federal government will pay the interest for the student while in college on a need-based subsidized loan. The student is responsible for all interest payments on an unsubsidized loan. The interest rate is a fixed rate of 4.29% on both subsidized and unsubsidized loans. Minimum payments of \$50 per month are due starting six months after leaving college.

For parents, the **William D. Ford Federal Direct Parents' Loan for Under Graduate Students (PLUS)** is available. Please refer to award letter for more information. The parent must also sign a Master Promissory Note at [www.studentloans.gov](http://www.studentloans.gov).

## WORK PROGRAMS

Part-time jobs on campus are held by almost half of the residential students at Waldorf University. These positions are located in virtually all the functional areas of the university, with widely varied responsibilities.

Many students also seek part-time employment in the community of Forest City. Many local businesses use the service of the Financial Aid Office to seek Waldorf student employees.

## STUDENT CONSUMER INFORMATION

The following information is available and may be requested from the Student Financial Aid Office regarding the rights and responsibilities of students who are applying for or receiving any financial assistance in the following programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Federal Perkins Loan, Federal Stafford Loan, and the Iowa Tuition Grant.

- // Continued eligibility for aid
- // Satisfactory academic progress
- // Methods and means of aid payments
- // Responsibility of student repayment of loans and grants
- // Terms and conditions of work-study employment
- // Costs of attending the University
- // University refund policy of prepaid tuition or fees and examples of such
- // Draft registration compliance laws, for TITLE IV funds

The Director of Admissions or the Director of Financial Aid may be contacted for the above student consumer information at 641.585.8120 or 1.800.292.1903.

## IV. UNDERGRADUATE ACADEMIC INFORMATION

Waldorf University is an academic community committed to providing students with many options for their education. Waldorf programs allow students to concentrate on their chosen major in order to be well-prepared for their future careers. Waldorf is a private four-year university offering certificates, Associate of Arts, Bachelor of Arts, Bachelor of Applied Science, Bachelor of Science and Master of Arts degrees

### // RESIDENTIAL UNDERGRADUATE DEGREE PROGRAMS

The following major programs are currently offered on the residential campus:

#### **Biology** . . . . . (B.A. / B.S.)

- // Cell Molecular
- // Conservation Biology
- // Organismal Biology
- // Pre-Professional

#### **Business** . . . . . (B.A.)

- // Finance/Banking
- // Management
- // Marketing

#### **Communications** . . . . . (B.A.)

- // Digital Media
- // Graphic Design
- // Journalism
- // Public Relations

#### **Creative Writing** . . . . . (B.A.)

#### **Criminal Justice** . . . . . (B.S.)

#### **Education** . . . . . (B.S.)

- // Elementary Education
  - // K-6 Elementary Education Endorsement
  - // K-8 Mathematics Endorsement
  - // K-8 Music Endorsement
  - // K-8 Reading Endorsement
  - // K-8 Science Concentration
  - // K-8 Spanish Concentration
  - // K-8 Instructional Strategist I Endorsement
  - // K-8 English/Language Arts Endorsement
  - // K-8 Social Studies Endorsement
  - // K-8 Art Concentration
  - // K-8 Math Concentration
  - // K-8 Music Concentration
  - // K-8 Special Education Concentration
  - // K-8 Theatre Concentration

- // Secondary Education
  - // 5-12 Biology Endorsement
  - // 5-12 English Endorsement
  - // 5-12 Health Endorsement
  - // 5-12 American History Endorsement
  - // 5-12 Mathematics Endorsement
  - // 5-12 Reading Endorsement
  - // 5-12 Instructional Strategist I Endorsement
  - // 5-12 Speech Communication/Theatre Endorsement
  - // 5-12 Chemistry Endorsement
  - // 5-12 All Social Sciences Endorsement
  - // 5-12 American Government Endorsement
  - // 5-12 World History Endorsement

- // Music Education
  - // K-12 Endorsement

- // Physical Education
  - // K-12 Endorsement

- // Coaching Endorsement/Authorization

#### **English** . . . . . (B.A.)

#### **Foundations of Education** . . . . . (B.A.)

#### **History** . . . . . (B.A.)

- // History
- // Political Science

#### **Liberal Arts** . . . . . (A.A.) \*

#### **Music** . . . . . (B.A.)

- // Arts Management
- // Church Music
- // Vocal/Instrumental/Piano/Organ Performance

#### **Psychology** . . . . . (B.A.)

#### **Sport Management** . . . . . (A.A. / B.A.)

#### **Theatre Arts** . . . . . (B.A.)

- // Arts Management
- // Design
- // Musical Theatre
- // Performance
- // Playwriting
- // Scholarship

#### **Wellness** . . . . . (B.A.)

*Minors are also available in most of the fields listed above. Waldorf is one of only three post-secondary institutions in the U.S. to offer a Shakespeare minor. (See Theatre section for more information.)*

\* A.A. Liberal Arts are not eligible for Title IV funding.

## ONLINE UNDERGRADUATE DEGREE PROGRAMS

\* Certificate programs and A.A. Liberal Arts are not eligible for title IV funding.

The following major programs are currently offered online:

**Business** . . . . . (A.A, B.S., B.A.S.)

- B.S. and B.A.S. concentrations:*  
 // Human Resource Management  
 // Management

**Communications** . . . . . (A.A, B.A., B.A.S., CERTIFICATE)

**Criminal Justice** . . . . . (A.A., B.S., B.A.S.)

- B.S. and B.A.S. concentrations:*  
 // Homeland Security  
 // Criminal Justice Administration  
 // Fire Science Administration

**Criminal Justice Administration** . . . . . (B.S.)

**Diversity and Inclusion** . . . . . (A.A, CERTIFICATE)

**Emergency Management** . . . . . (A.A., B.A., B.A.S., CERTIFICATE)

- B.A. and B.A.S. concentrations:*  
 // Fire Science  
 // Homeland Security

**Fire Science** . . . . . (A.A)

**Fire Science Administration** . . . . . (B.S., B.A.S.)

**Global Leadership** . . . . . (A.A, CERTIFICATE)

**Health Care Management** . . . . . (A.A., B.A., B.A.S., CERTIFICATE)

**Homeland Security** . . . . . (A.A., B.A., B.A.S.)

- B.A. and B.A.S. concentrations:*  
 // Criminal Justice

- Certificate concentrations:*  
 // Terrorism  
 // Weapons of Mass Destruction

**Human Resource Management** . . . . . (A.A., CERTIFICATE)

**Leadership Communication** . . . . . (A.A., CERTIFICATE)

**Management** . . . . . (A.A., CERTIFICATE)

**Occupational Safety** . . . . . (B.A., B.A.S)

**Occupational Safety & Health** . . . . . (A.A., CERTIFICATE)

**Organizational Leadership** . . . . . (B.S., B.A.S.)

- B.S. and B.A.S. concentrations:*  
 // Diversity and Inclusion  
 // Global Leadership  
 // Health Care Management  
 // Leadership Communication  
 // Occupational Safety and Health

**Psychology** . . . . . (A.A., B.A., B.A.S.)

- B.A. and B.A.S. concentrations:*  
 // Communications  
 // Criminal Justice  
 // Fire Science  
 // Health Care Management  
 // Occupational Safety and Health  
 // Sport Management

**Sport Management** . . . . . (A.A., CERTIFICATE)

### Continuing Education

Waldorf University's Continuing Education offerings were developed to extend the reach of Waldorf's academic programs, enhance professional development and to encourage lifelong learning. A variety of affordable, self-paced certificate programs and courses are available for students to attain in-demand job skills and knowledge while providing convenient and flexible learning options. Whether students are seeking to advance their careers, meet a profession's continuing education requirements or explore new interests, Waldorf University has many opportunities for those pursuing educational goals. Complete course descriptions can be found at the Waldorf University Catalog or via our web-site at [www.waldorf.edu](http://www.waldorf.edu). If you should have any further questions about continuing education courses, please feel free to contact Waldorf University at (800) 292-1903.

The pages that follow provide information about the degree requirements and academic policies of the university. The Waldorf faculty and staff are ready to help you in any way they can to make your transition as smooth as possible.

## DEGREE REQUIREMENTS

### The Core

All Waldorf degrees require a common core of studies in the liberal arts. The faculty believes that students should obtain a broad exposure to many different subject areas as well as continue to develop the basic skills of learning. Through core courses, the faculty hopes to develop the knowledge, skills and attitudes characteristic of liberally educated persons. In addition, a student should learn some of the major questions asked by each discipline, the methodology used by each discipline to seek answers to the major questions and to have some basic core knowledge in each field. The Waldorf faculty has placed special emphasis on developing communication skills (reading, writing, speaking), critical thinking skills, global awareness and wellness.

### The Bachelor of Arts Degree (B.A.)

- // Requires completion of the core curriculum
- // Requires completion of the required courses in a major field
- // Requires a minimum grade of C- or higher in all coursework in the major \*

- // Requires completion of additional courses (including any supporting courses required by the major in other departments)
- // Requires a minimum cumulative grade point average (CGPA) of 2.00 in all work completed at Waldorf University \*
- // (R) Requires that approximately 40 percent of the residential courses presented for graduation be at the 300–400 level
- // (O) Requires that minimum of 36 upper division credits of the online courses presented for graduation be at the 3000–4000 level

### The Bachelor of Science Degree (B.S.)

- // Requires completion of the core curriculum
- // Requires completion of the required courses in a major field
- // Requires a minimum grade of C- or higher in all coursework in the major \*
- // Requires completion of additional courses (including any supporting courses required by the major in other departments)
- // Requires a minimum CGPA of 2.00 in all work completed at Waldorf University \*
- // (R) Requires that approximately 40 percent of the residential courses presented for graduation be at the 300–400 level
- // (O) Requires that minimum of 36 upper division credits of the online courses presented for graduation be at the 3000–4000 level

### The Bachelor of Applied Science Degree (B.A.S.)

*Online Only*

- // Requires completion of the core curriculum
- // Requires completion of the required courses in a major field
- // Requires a minimum grade of C- or higher in all coursework in the major \*
- // Requires completion of additional courses (including any supporting courses required by the major in other departments)
- // Requires a minimum CGPA of 2.00 in all work completed at Waldorf University \*
- // Requires a minimum of 30 upper division courses presented for graduation must be at the 3000–4000 level

### The Associate of Arts Degree (A.A.)

*Not all degrees eligible for Federal Title IV funding*

- // Requires completion of the core curriculum
- // Requires completion of additional required courses in field area
- // Requires a minimum grade of C- or higher in all coursework in the major concentration
- // Requires a minimum CGPA of 2.00 in all work completed at Waldorf University \*

\* *Some majors may require a minimum grade of C- or higher in all course work for the major and/or a CGPA higher than a 2.00 for degree granting.*

## MAJORS AND MINORS

### Major

A major is intended to permit students to study a particular discipline in some depth. It consists of freshman-senior level courses completed in a manner specified by the faculty of the department. Lower division (freshman/sophomore) courses provide a basis for understanding more advanced upper division (junior/senior level) courses.

At Waldorf University, a major leading to a Bachelor of Arts (B.A.) degree consists of no less than 40 semester credits and no more than 50 semester credits in a particular field (as a guideline). A B.A. degree limits the size of a major so as to encourage students to explore other fields of study. A major leading to a Bachelor of Applied Science (B.A.S.) degree consists of no less than 42 semester credits and no more than 60 semester credits in a particular field (as a guideline). A major leading to a Bachelor of Science (B.S.) degree consists of no less than 50 semester credits and no more than 60 semester credits in a particular field (as a guideline). The B.S. degree intentionally goes into greater depth in a particular field at the expense of some of the broadening opportunities of the B.A. degree.

A major at Waldorf University must have approximately 40 percent of the required courses at the 300/3000 - 400/4000 level.

Some residential majors contain several tracks that allow some specialization according to the student's interest. A major with tracks often has a defined core of departmental courses that are common to all the tracks. Many majors require supporting coursework in other departments which are needed to give the student adequate background to be proficient in the major. Prerequisites are courses that must be taken prior to taking another course. A course with prerequisites typically assumes knowledge and understandings gained in the prerequisite courses.

Declaring a residential major is done formally no later than the end of the sophomore year by notifying the Office of the Registrar at the time of registration. A student must be making normal progress toward graduation as defined in the Waldorf University catalog to be admitted to a major. A faculty member in the major will typically be assigned as an advisor to the new major. Obviously there is no restriction on a student deciding on a major from the time he/she enters Waldorf University, but it is made official only via this formal declaration.

To graduate from Waldorf University, one must attain a minimum CGPA of 2.00 for undergraduate work and a minimum CGPA of 3.0 for graduate work. Some majors or departments may require a higher CGPA than the minimums for degree granting.

### Double Major

Students at Waldorf University may elect to double major by declaring a second major and arranging for a second academic advisor. To complete the double major, all

requirements for the second major must be completed before all graduation requirements for the primary major, core and credit requirements are met (those stated above). If a student completes the graduation requirements with the primary major prior to taking all requisite courses for the second major, they will be required to graduate with a single major per federal mandate.

For students that elect to double major in programs of different degrees (i.e. one major is in a B.A. program and the second major is in the B.S. program), the degree conferred would be that of the primary major.

## Minor

A minor is intended to give a representative sampling of the field of study or to provide the basics needed by a student studying in another major. A minor field of study at Waldorf University contains no less than 20 credits and no more than 24 credits (as a guideline). Generally, all credits for a minor are earned within the same department. A minor has to be declared no later than the time of sign-up for graduation.

## // SPECIAL PROGRAMS— RESIDENTIAL

### The Honors College

The Honors College provides programs which serve the needs of motivated and academically successful students. It offers honors courses, honors sections of required courses, special seminars, independent research opportunities, trips to regional cultural events and international trips.

Entrance to the Honors College from high school requires at least a 3.5 GPA and/or a 24 ACT composite score. Other promising students who seek intensive and alternative forms of learning may be invited to join the college by the honors director. These students should request additional information from the Admission Office. Students currently enrolled at Waldorf University may join the Honors College if they have a 3.5 cumulative GPA. This grade point must be maintained in order to remain an honors student. Enrolled students should inquire about membership at the Honors College Office, Thorson Hall, Room 236.

First-year Honors students enroll in Honors/English 106 their first semester and Honors/English 107 their second semester. The Honors/English 106 and 107 sequence replaces the two Composition courses (ENG 120 and 121) and the literature course (ENG 200+ Elective) required of all Waldorf students. Students should also enroll in the Honors section of Religion 205H.

Honors College members are eligible to take any honors courses offered at Waldorf without prior approval; they are invited to all activities sponsored by the Honors College for its whole membership; and they complete their degrees as graduates of the Honors College at Waldorf University.

A student who is not a member of the Honors College may take honors courses if the student has at least a 3.00 GPA

and has the permission of the instructor and the director of the Honors College.

### Waldorf Scholars

Honors College students who maintain a 3.5 cumulative GPA and who wish to undertake a special course of academic work and study may be eligible for Waldorf Scholar status and for the World Trip.

To be designated a Waldorf Scholar, a student must have completed, with a minimum final grade of B, Honors/English 106 and 107, Honors Religion 205, Honors 200, three Honors Colloquia (1 credit each, HON 279, 289, and/or Honors World Trip 399), and an independent research project (HON 499: Honors Thesis, 1 or 2 credits) with a faculty advisor of their choosing. They must present the results of their research at a public venue such as Waldorf's annual academic conference, *Inquire*, and they must turn in to the Honors College director a publishable copy of their final paper or project.

Students who are successfully making progress towards Waldorf Scholar Status are eligible, if they choose, to enroll for the Honors World Trip. The biannual World Trip is a voyage abroad accompanied by Waldorf faculty. This trip is partially subsidized by the university in honor of its Waldorf Scholars.

### Directed Study

*(Must Submit Syllabus)*

A directed study is a permanent catalog course delivered on an individual basis when the course is not offered during a specific semester. Directed studies may be approved under extenuating circumstances to provide an opportunity to complete a required course. Students must demonstrate that they are unable to participate in the course prior to their expected graduation date, if it is not taken when normally offered. A fee per semester credit hour will be charged for a directed study in addition to the normal tuition rate (See fees and tuition rates for details.)

Qualifications and Limitations:

- // At least sophomore standing (Honors students are eligible as second-semester freshmen).
- // A cumulative grade point average (CGPA) of 2.50 or higher.
- // Approval from the course instructor, Department Chair, the Academic Dean/VPAA, and the Registrar on the Directed Study Agreement form.
- // Directed study may not be taken to replace a "D" or "F" grade for a course in the regular curriculum.
- // No more than two courses of directed study may be applied to meeting the degree requirements. Exceptions may be granted by special request for Honors students with the Academic Dean/VPAA and Registrar approval.
- // Registration after the published registration dates is not permitted.

Policies and Procedures Concerning Instruction and Grading:

- // The minimum number of student/instructor meetings/contact hours is once a week. Students must plan on 3

hours a week per credit of time on task.

- // The instructor of a directed study may use written reports, written or oral examinations, or a combination of these to evaluate the student's work. A final examination may be given.
- // There can be no change in the basic content of the course. The level, subject code description, title, grading policy, credits and course contact hours cannot differ from the permanent course.
- // Directed studies must be undertaken within the same academic term in which they are registered.
- // The directed study form and approval must be submitted by the student to the Registrar's Office no later than the last day to add a class for the semester. Partial or late applications will not be processed.

### Independent Study

*(Must Submit Syllabus)*

An independent study provides an opportunity for a capable student to do special work under individual supervision in an area not covered by regular course offerings. Students should be able to demonstrate the qualities necessary for interested and intensive inquiry where extensive research and project work can be completed. The student has the primary responsibility for the course and the coursework involved. A fee per semester credit hour will be charged for an independent study, in addition, to the normal tuition rate (See fees and tuition rates for details.)

Qualifications and Limitations:

- // At least sophomore standing (Honors students are eligible as second semester freshmen).
- // A cumulative grade-point average (CGPA) of at least 3.00 or higher.
- // Completion of at least one regular course with a grade of B- or above in the discipline of the independent study unless special permission is received from the course instructor, Department Chair, and the Academic Dean/VPAA.
- // Approval of the course instructor, Departmental Chair, the Academic Dean/VPAA, and the Registrar on the Independent Study Agreement Form
- // Independent study may not be taken to replace a "D" or "F" grade for a course in the regular curriculum.
- // Independent study may not be taken to replace a required degree or core curriculum course.
- // Independent study may not be taken instead of, or to modify a regular course offered by any given department.
- // No more than 12 semester credits of independent study may be applied to meeting the degree requirements. Exceptions may be granted by special request for Honors students with the Academic Dean/VPAA and Registrar approval.
- // Registration after the published registration dates is not permitted.

Policies and Procedures Concerning Instruction and Grading:

- // A minimum of three faculty-student conferences are

required per semester credit for each independent study. Students must plan on three hours a week per semester credit of time on task.

- // A paper or research paper is required.
- // Independent studies must be undertaken within the same academic term in which they are registered.
- // The independent study form and approval of the study must be submitted by the student to the Registrar's Office no later than the last day to add a class for the semester. Partial or late applications will not be processed.

## // INTERNSHIPS— RESIDENTIAL STUDENTS

Internships are designed to give residential students practical experience in the field of their choice by placing them in a professional setting. Students in many B.A./B.S. majors are required to complete at least one internship experience in a professional setting tailored to the student's career interests (see requirements for individual programs for verification). Workplace internships that are part of academic programs at Waldorf University all follow a common process, although the academic requirements may vary depending on programs.

Residential students have the primary responsibility for finding and applying for internships. They also need to work with their academic advisor and the Career Center for assistance with requirements for internship documentation (see additional description of the process and documentation requirements below).

A minimum of 25 hours of work is required for each credit hour awarded for an internship. For example, 50 hours of work would count for two credits. Unless otherwise noted in a program's requirements, internships are graded on a pass/fail basis.

Internships typically range from two to nine semester credits, depending on the student's academic major. In order to comply with federal regulations governing financial aid, internships are required to be completed during the semester in which they have been registered. Other components of the process are also the result of federal or state regulations governing financial aid or workplace issues, and Waldorf nor the student may not have the ability to change or waive these components.

**Note:** *Online submission of documentation using digital forms may replace paper submissions during the 2015-16 academic year, and students will be informed when that becomes available.*

## // INTERNSHIP PROCESS AND DOCUMENTATION

### Responsibility of the Student

- // Identify and contact the potential internship site and supervisor.
- // If internship site is outside of the state of Iowa, inform the Career Center coordinator to verify the site's availability.

- // Provide site and supervisor information to department or academic advisor.
- // When an internship is unpaid, obtain a copy of the Department of Labor's regulations on unpaid internships (Fact Sheet #71) from the Career Center or the student's academic advisor and provide that to the internship site/supervisor before the internship begins.
- // If student is a non-US citizen, work with the international student coordinator to prepare and submit required ICE documentation.
- // Complete and submit the Internship Learning Agreement to the advisor.
- // Provide a copy of the student's health insurance card to the Career Center.
- // Two weeks after beginning of internship, submit internship hours log sheets to department or academic advisor.
- // After internship ends, within two weeks, submit final log sheets, supervisor evaluations and any other required documents/assignments to the department or academic advisor.

## Responsibility of the Department and Faculty Advisor

- // Notify students about internship requirements within programs and any changes that are made to those requirements.
- // Verify suitability of potential internship sites and supervisors identified by students.
- // Advise students as they plan their internships, including registration/enrollment for credit (if a credit bearing internship)
- // Review final log sheets, supervisor evaluations and any other required documents/assignments required by the department.
- // Submit the final evaluation/grade (if credit bearing) to the Registrar's office. IP grades may be entered for summer internships, and final grades may be submitted later when the advisor deems appropriate. Please consult with the Registrar's Office for details regarding IP grades and/or grade submission questions.

## Special Programs for Advanced Residential Students

Advanced placement opportunities are available for honor students and those who want accelerated programs in certain areas.

High ability students in English, judged by an English ACT of 26 and excellent high school English records, are encouraged to consider a special section of honors freshman English, ENG 106.

Several entrance levels are available for students who are especially advanced in such areas as mathematics and science.

Students may obtain advanced standing by test-out procedures in certain areas. High ability students may use the

independent study program to explore, or study in depth, areas of particular interest.

## Foreign Language Waiver

Students in majors that require foreign language for their degree must receive department approval for a waiver of the requirement.

## Veterans Programs

Waldorf University is approved for veterans' benefits by the Iowa Department of Education, Veterans' Education Section.

An application-for-admission form may be secured from the Office of Admissions. This should be completed and returned to the university as evidence of a desire to enroll. A copy of a transcript of high school credits and a record of any additional training are required to complete the application for admission. (Upon acceptance a \$100.00 deposit is required.) The E-form for applying to the Veterans Administration for certification for training may be accessed via the Veterans Online Application (<http://www.vabenefits.vba.va.gov/vonapp/default.asp>). Before a service-member/veteran can utilize their educational benefits, they must be properly certified to the University for such training. Please see the university Registrar for more information on how to apply and credentials needed for certification.

Credit for other military training may be available. Credits will be based upon the American Council on Education (ACE) guide and will be awarded only when they can be equated to courses which are currently in the University course listing and then only when they also apply toward the student's degree at Waldorf.

Veterans should consult with the Veterans Administration as well as with the Registrar concerning their privileges and responsibilities under federal legislation.

## ACADEMIC POLICIES

### Student Responsibility and Academic Advising

Students have ultimate responsibility for planning their academic program to assure they have met the degree requirements for graduation from Waldorf University. The Offices of the Registrar, departmental and division heads, and the student's academic advisor are prepared to assist in assuring that appropriate course work is undertaken and requirements fulfilled.

### Student Arrival/Report Date

The deadline for a new student to enroll for full-time status is the first day of the semester/term. The Admissions and Academic Progress Committee may waive this requirement during the drop/add period of the semester. Online programs do not have drop/add due to the accelerated nature of the courses.

Enrolled students who have not attended classes during the first week of the semester will be withdrawn from the

university. Exceptions to the policy may be made upon approval of the Vice President for Academic Affairs.

### Residential Registration

Incoming students who have been accepted for admission are sent an invitation to register by appointment with the Registrar's Office. This process begins the early part of May. Returning students generally register for the fall semester during April and for the spring semester during November. Registration is generally on a first-come first-served basis; however, upper division students are given preference, then sophomores, then freshmen, in order to meet graduation requirements.

Students who wish to audit a course(s) must register in the same manner as for a regular course but pay a reduced fee. If the decision to audit occurs after the course(s) has begun, it must be done within two weeks following the scheduled midterm date; however, there will be no change in fees as a result.

*Registration may be placed on hold until the student's account is settled with the Business Office, all health forms are completed and turned in, and all official transcripts have been submitted. Until such settlement is made, the student is not permitted to register or attend classes.*

### Academic Load—Residential

Sixteen semester hours including physical education, athletics, and music activities constitutes a normal program of study. Regularly enrolled students may register for 12 to 17.50 semester hours. After the first semester of attendance, those who have maintained high rank in scholarship may request permission from the university Registrar or Vice President for Academic Affairs to enroll for more than 17.50 semester hours. Seldom is permission given to register for more than 20 semester hours. An additional charge per credit hour is assessed for each hour in excess of 17.50 semester credits for a single semester. Varsity athletics and lessons (vocal, Instrumental, and percussion) and vocal/music ensembles are exempt. See the listing of fees for additional details.

A student who is registered for fewer than 12 semester hours is classified as a part-time student. Some financial aid is available for part-time students, if qualified. Please visit the Financial Aid Office for details.

If it is apparent that a student is not profiting from attendance, the Vice President for Academic Affairs may dismiss a student without any waiting period.

### Academic Load—Online

The academic advisor must approve all course loads over six credit hours for undergraduate students, and three credit hours for graduate students. Students requesting course overloads must have a minimum GPA of 3.0 for undergraduate programs and 3.5 for graduate programs. The Vice President for Academic Affairs must approve any requests for hours in excess of nine (9) credit hours for undergraduate students and six (6) credit hours for graduate students.

### Waldorf Online—Courses

Students access their course on the Waldorf University learning platform, Blackboard, using their login and password, which are e-mailed to the student before the start of his/her first term. Once logged in, the student will be presented with a personalized welcome page and a list of enrolled courses. After the student enters the online course, the first screen they see is the announcements section. The announcements section contains important information concerning the course. On the left side of the screen the student will see a link to each section of the course.

The students should review the entire syllabus for each course so that they are aware of all course requirements. Waldorf University courses are designed and developed to match the content and rigor of the residential courses. However, courses are laid out in a consistent manner so students are able to navigate the courses with ease.

Waldorf University students can view grades at any time through Blackboard or by visiting the myWaldorf Student Portal. The myWaldorf Student Portal provides students the option to print course grade reports and review all assignment grades for courses completed at Waldorf.

Course specific grading information is available within each Course Syllabus, to include assignment weights.

### Waldorf Online—Course Professors

Students may find information about their professor in the online course by clicking on the Professor Profile link. Students should direct all course-related questions to the professor. The preferred contact method for all Waldorf University online faculty is their Waldorf University e-mail as this provides a written record of all communication. However, many faculty members will make phone appointments if e-mail correspondence will not suffice.

### Waldorf Online—Student Course Evaluation

Students are asked to complete a Student Course Evaluation for each course. Students may remain anonymous. Notification of the Student Course Evaluation is located in Unit VII of each course. Student Course Evaluations enable the university to measure the effectiveness of the course and to pinpoint problem areas. The evaluation rates the textbook, course content, assessments, assignments, and the course professor.

### Waldorf Online—Assessments and Assignments

Waldorf University courses are divided into eight units, each normally containing objective and subjective assignments and one or more class discussion. Depending on the course, papers, projects, and/or a proctored final exam may be required. Students will receive feedback from their professor for each subjective assignment graded. An e-mail notification will also be provided for each assignment when it is graded. Students can access faculty feedback and comments through the My Grades section of the Blackboard course. After the conclusion of a term, final course grades are available in the myWaldorf Student Portal.

Waldorf University requires all assignments to be graded in a timely manner. Unit Assessments and Final Examinations are required to be graded within three business days of submission. Papers, Projects, Article Critiques, and Case Studies are required to be graded within five business days of submission. There may be times in which a grading delay could occur due to extenuating circumstances. These delays will be communicated appropriately.

## Waldorf Online—Late Assignment Submissions

The following list defines information regarding late assignment submissions:

- // Weekly course assignments must be turned in during the week they are assigned. Students have the option to submit assignments three weeks in advance, unless otherwise indicated by the university.
- // Students are required to respond to the Discussion Board assignment by Saturday, Midnight (Central Time) and comment on another student's response by Tuesday, Midnight (Central Time).
- // Assignments not turned in by the deadline will be penalized as follows:
  - // One day late—10 points deduction
  - // Two days late—20 points deduction
  - // Three days late—30 points deduction

Unless approved by the professor, assignments will not be accepted after the third day. The student will earn a zero on assignments not turned in by the third day after the deadline unless otherwise approved by the course professor, per the Assignment Make-Up Policy.

Students earn zero points if Discussion Board assignments are submitted late

## Waldorf Online—Grade Appeal Policy

Students who believe that a grading discrepancy has occurred should follow the procedures listed below.

- // Direct the grade challenge to the course professor via e-mail.
- // Include in this written correspondence the course name and number, the exam (unit or final), and the full text of the question or questions at issue, the page number and text that you feel supports your answer.
- // Forward a copy of this e-mail to the Student Services Department at [students@waldorf.edu](mailto:students@waldorf.edu).
- // To allow the Waldorf University faculty to effectively process a grade challenge, Waldorf University requires that the grade challenge be submitted within 14 days of the grade report date.
- // Allow five (5) business days for a reply.

Appeal process for unit-level grade appeals:

- // Students who are unsatisfied with the course professor's response have five (5) business days to direct their grade appeal request, in writing, to the Program Director for their respective program. The Program Director will have five (5) business days to respond.

- // Students who are unsatisfied with the Program Director's response have five (5) business days to direct their appeal request, in writing, to the Faculty Senate Division Representative who represents the student's Academic Program. The Faculty Senate Division Representative will have five (5) business days to respond. All decisions made by the Faculty Senate Division Representative are final.

Appeal process for final course grade appeals:

- // Students who wish to appeal a final grade have five (5) business days to direct their grade appeal request, in writing, to the Program Director for their respective program. The Program Director will have five (5) business days to respond.
- // Students who are unsatisfied with the Program Director's decision have five (5) business days to direct their appeal request, in writing, to the designated Faculty Senate Division Representative who represents the student's Academic Program. The Faculty Senate Division Representative will have five (5) business days to respond.
- // Students who are unsatisfied with the Faculty Senate Division Representative's decision have five (5) business days to direct their appeal, in writing, to the Vice President for Academic Affairs (VPAA). The VPAA will have five (5) business days to respond. All decisions made by the VPAA are final.

## Waldorf Online—Non-Academic Appeals and Grievances

In instances where a student raises a question about a policy or decision, the appropriate staff member will respond. If it is not possible to resolve a matter through discussion, a student may contact the Vice President for Academic Affairs (VPAA). The VPAA can be contacted at 641-585-8134. Written appeals can be faxed to 641-585-8194 or mailed to:

Waldorf University  
 Attn: Vice President for Academic Affairs  
 Salvason Hall, First Floor  
 106 South Sixth Street  
 Forest City, IA 50436-1713

*Should a student not be satisfied with the action taken by the VPAA, the student may appeal the decision to the Waldorf University President. This policy is designed in accordance with the State Postsecondary Review Entry (SPRE) Guidelines and is intended to ensure that the student is given fair and equitable consideration in any matter that may arise*

## Waldorf Online—Final Examination Proctor Policy

Waldorf University degree programs contain a variety of assignment types and methodologies. Comprehensive sets of questions or exercises are used to evaluate knowledge, skills, and mastery of subject matter prior to and during the final examination. Numerous courses within a program of study may require a final examination; for which, an approved proctor is required. An approved proctor is defined as a credentialed organization, center, or individual, who verifies student identity and supervises examination integrity. Waldorf approves two, flexible proctoring options: a standard proctor, who is chosen by the student and approved by the university,

or Remote Proctor Now (RP Now), an on-demand, third-party, virtual proctor. Students may elect to choose one or a combination of both available proctoring options based upon individual final examination needs.

**The following are important facts concerning proctored final examinations:**

- // Students may retain up to three approved proctors on file with the university. It is the student’s responsibility to ensure a proctor is approved by the university before the final exam. See the proctor policy and proctor approval sections within this policy for more information. It is recommended that students have more than one approved proctor on file.
- // Students should request to sit for a final examination during the last two (2) weeks of the course by submission of the “Request to take Final Examination Online Request Form” located in the myWaldorf Student Portal.
- // Final Examinations must be submitted for grading prior to 11:59 p.m., Central Standard Time (CST), on the last day of class.
- // Refer to course examination instructions for materials allowed during final examination. Materials not specified in the examination instructions are not permitted. Students may use a computer to access the online examination and/or type essay answers. They may not use the internet to search for answers to the examination questions. Unless otherwise specified in the examination instructions, students are allowed to use their course materials and textbook(s). Online calculators or other software may be utilized, with the approval of the course professor or the Academic Achievement Center of Excellence (AACE). Other materials are not permitted unless specified in the examination guidelines or course syllabus.
- // Valid, government-issued photo identification, such as a driver’s license, is required for identity verification prior to examination administration to receive credit for the examination.
- // Compliance with all identified final examination violations is required, as noted in the Exam Violations section of this policy.
- // Students are allowed short breaks during the examination. A total of 15 minutes break time is permitted during the four (4) hour examination. No materials are allowed to leave or re-enter the testing area.
- // Students are allotted four (4) hours for examination completion, which begins at the time the examination is initially opened. The time allotment is cumulative; therefore, short breaks taken during the examination administration are included in the time allotment.
- // Fees incurred by use of proctoring services are the responsibility of the student.
- // Final examinations should not be taken in an environment where the student is likely to be interrupted during examination administration; i.e. the workplace or other interactive environment.

**Waldorf Online—Proctor Policy**

Final exams are to be administered to students by an approved proctor on a date before the course end date that is mutually convenient. The student is responsible for selecting a qualified proctor who must be approved by the university. A list of acceptable proctors is provided in the Proctors section of this policy. Proctors must submit to Waldorf’s Student Services a signed Proctor Agreement for approval before being allowed to proctor an exam. Proctors are to verify the student’s identity, remain in proximity while the student takes the exam, assure that the four (4) hour exam time limit is strictly adhered to, assure that the student adheres to the policy regarding short breaks or breaks totaling no more than 15 minutes, and assure that no unauthorized materials are allowed during the exam. Proctor forms can be found in the myWaldorf Student Portal and in the course. Students should allow time for the potential proctor to return the “Proctor Agreement” to Waldorf and for processing before submitting the Final Examination Request form. Both forms can be found in the myWaldorf Student Portal.

**Waldorf Online—Proctors**

Waldorf University reserves the right to verify proctor qualifications, require additional evidence of eligibility, or require a different proctor be selected.

**Qualified Proctor:**

- // College or University Professor, Dean, Director, or university official
- // School Principal or Vice-Principal
- // University/College Testing Center
- // Private Testing Center
- // Personnel Officer, Human Resources Manager, training officer or training facilitator
- // Commissioned Officer or Senior Non-Commissioned Officer in the Armed Forces or Civil Service equivalent
- // Police or fire service sergeant or higher
- // Educational Services Officer (ESO)
- // Educational Services Specialist (ESS)
- // Military Base Testing Offices
- // Library / Librarian
- // Teacher or School / Guidance Counselor
- // Minister, Priest, Rabbi or other Religious Leader
- // Direct Supervisor
- // Remote Proctor Now (RP Now)

**Unqualified Proctor:**

- // Any individual that poses a conflict of interest
- // Co-worker
- // Tutor
- // Friend
- // Neighbor
- // Relative
- // Waldorf Student
- // Individuals paid for a personal service (doctor, attorney, consultant, etc.)
- // Individuals deemed unqualified by Waldorf University personnel

### Possible Forms of Certification

- // Business Card
- // Work badge with position (excluding military identification card)
- // Teacher's ID or copy of Teaching Certificate
- // Letter from potential proctor's supervisor or human resources department stating the proctor's position on company letterhead
- // Information from company website verifying potential proctor's position
- // Official military documentation stating the name and grade of the potential proctor (LES, ORB, etc.—personal information may be blacked out)

Individuals selected to serve as a proctor must have no vested interest in the outcome of the exam. Falsifying proctor information or not following proctor testing procedures will result in failure of the course and may be cause for termination from Waldorf University.

### Proctor Responsibilities

- // Keep the exam secure and only allow the student to access the exam in the proctor's presence. The password must be kept confidential and should never be shared with the student.
- // Provide the student with a private area conducive to testing. A computer with Internet access must be available.
- // Check student's photo ID to ensure the examinee is actually the person scheduled to test.
- // Ensure no copies of the exam are made.
- // Ensure that the student does not access notes, articles, or other unauthorized materials. Unless otherwise specified, only the textbook and course materials are allowed.
- // Time the exam and stop the examinee when time has been expended. A maximum of four (4) hours is allowed for the exam.
- // Ensure that the student does not exceed 15 minutes of cumulative break time during the exam.
- // Keep the exam during any breaks. The student should never have access to the test without the proctor present and the test should never leave the testing room.
- // If a fee is charged for exam proctoring, request payment from the student at the time of testing. Students are responsible for any proctor fees.

### Waldorf Online—Standard Proctoring/ Testing Procedures

- // From the myWaldorf Student Portal, the student will access the "Proctor Agreement" forms and provide them to the potential proctor for completion. Upon completion, the Proctor Agreement forms and certification should be sent to Student Services. The documentation can be emailed to [students@waldorf.edu](mailto:students@waldorf.edu) or faxed to 251-224-0554.
- // Student Services notifies both the student and proctor of approval/denial, via email within 2–3 business days.

- // Upon approval, the student will submit the "Request to take Final Exam Online Form" located in myWaldorf Student Portal.
- // Student Services will send the final examination password to the proctor within 2–3 business days upon receipt of the request.
- // The student and proctor will meet at a pre-determined, mutually convenient time and location for examination administration.
- // The proctor must verify student identity by viewing a valid, government issued photo identification and ensure only permitted materials are used during the examination.
- // The student will login to Blackboard and click on the "Final Exam" link within the course.
- // The proctor will enter the password, guarding against student view.
- // The student can begin the examination online or print the final examination and work offline.
- // The student will complete the examination within the four (4) hour time allotment.
- // Printed copies of the examination must be disposed of upon completion of the examination.

### Waldorf Online—Remote Proctor Now (RP Now)

Waldorf University approves two, flexible proctoring options: a standard proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on- demand, third-party, virtual proctor which offers students the ability to sit for their exam at any time or any place that is convenient to them.

Students who choose to use RP Now must have an operational webcam, audio capabilities, a high-speed internet connection, and appropriate system rights required to download and install software. There is a \$19 fee per exam to use this service, which is paid directly to RP Now at the time the exam is taken. Please view the video overview and Frequently Asked Questions in order to gain a better understanding of how the RP Now process works. Students are also encouraged to review the Final Examination and Proctor Policy prior to taking any final exam.

Specific questions regarding proctoring or final examinations should be directed to [students@waldorf.edu](mailto:students@waldorf.edu).

### Waldorf Online—Final Examination Violations

The following final examination violations are subject to sanctions identified in the Academic Integrity Policy:

- // Use of materials or unapproved software/technology, other than a writing utensil, course textbook, course materials, and calculator or examination specific materials.
- // Use of the Internet to access any site other than the Blackboard LMS.
- // Speaking with another individual during examination administration.
- // Use of a cellphone or technology other than the computer being used for examination administration. (Students encountering technical difficulty are allowed to access a

- cellphone to call technical support.)
- // Materials exiting or re-entering the testing area.
- // Exceeding the four (4) hour testing time limit.
- // Exceeding the maximum allowed cumulative break time of 15 minutes.
- // Actions deemed disorderly, lewd, indecent, or otherwise inappropriate.

Should any circumstances develop before or during a final examination, including natural disasters, emergencies, power or internet outages, etc., the student and/or proctor should contact Student Services immediately at 877-267-2157. Student Services hours are Monday-Thursday, 8 a.m. to 5 p.m. CST and Friday, 8 a.m. to 3 p.m. In the event the call is placed after standard operating hours, please leave a message or e-mail students@waldorf.edu. If technical difficulties develop after business hours, Technical Support can be contacted at 877-399-1063, techsupport@waldorf.edu or by chat through the myWaldorf Student Portal. Their operating hours are Monday–Friday, 8 a.m. to 11 p.m. CST, and 10 a.m. to 7 p.m. CST Saturday-Sunday.

### Online Eligibility for Residential Students

In order to assist students in becoming familiar with the fundamentals of completing courses via an online environment, Waldorf University offers its residential students the opportunity to learn via Waldorf University Online. Residential students may use Waldorf University Online courses toward their residential load under the following circumstances:

- // Residential students must have a sophomore level status. First semester residential students may not participate regardless of class status.
- // Residential students must have a minimum CGPA of 2.5 or higher.
- // Residential students must be actively enrolled in 12.0 or more residential credits.
- // Residential students may participate in one online course per academic year (fall-spring) unless the course is part of a hybrid/blended degree. Courses offered during the summer semester are exempt from the course limitation rule.
- // Residential students may not participate in any similar course where a grade of F was received in either residential or online delivery, unless the course is part of a hybrid degree.
- // Residential students are billed for online classes at the residential tuition rates as the course is classified as part of their residential load.
- // Any online courses offered residentially in a particular semester should be taken residentially.
- // Exceptions to the policy may be made with approval from the VPAA, the Registrar, and the residential department chair for the area in which the course is offered.

Waldorf University Online courses are delivered over the Internet through an asynchronous learning network

(Blackboard Learning Management Systems (LMS)). There is a prescribed schedule for completion for each of the courses offered. Support materials and course information for each Waldorf Online courses are sent to the student via their university e-mail address. These materials may include course syllabus, textbook information, and other printed documents required for the course. Students are assigned a cohort group for each online course. Online interaction within their assigned cohort and with the instructor is through discussion boards, message boards, private messages, and e-mail systems.

Any residential student who registers to participate in a Waldorf Online course will be assigned a unique log-in identifier and password. The identifier and password will be sent via e-mail to the student's Waldorf University's e-mail account on file.

Residential students must file a completed Residential Online Participation Application with the Registrar's Office no later than two weeks prior to the Waldorf University Online Term. Please contact the Registrar's Office or <http://www.waldorf.edu/Online/Academics/Term-Course-Schedule> for details regarding available courses and approved online terms for residential students.

### Online Student Preparation

Prior to starting any of the Waldorf Online courses taught via the Internet in any program, the student is required to complete the online student orientation, which describes the protocols the student must follow when participating in the online course. This course is considered essential to the success of the student and is a mandatory requirement for participation in the Waldorf University Online program. Non-participation in the online orientation session will result in the cancellation of the student's online course registration.

### Student Equipment

The student is responsible, at his or her expense, for providing all supplies and equipment needs for the student's use in the Waldorf University Online courses. The student equipment includes, without limitation, a computer, software, Internet service, and an e-mail account. In order to assist students whose access to their student equipment is disrupted, the school will, at its discretion, make available certain computers, associated peripheral equipment and

Internet access at the university for use by those students.

### Computer, Software Requirements and Specifications, and Internet Service

The computer, software, and Internet service must satisfy the following specifications:

- // Access to the Internet, personal or public, with an approximate download speed of 5Mbps and an approximate upload speed of 5Mbps.
- // Operating System: Windows XP or later; Mac OSX10.5 or later
- // Software: Such as Microsoft Word, Excel, and PowerPoint, capable of saving files in .doc, .docx, .xls, and .ppt

// Plug-ins: Java, Acrobat Reader, Quick Time, Flash Player  
 // Internet Browser: A list of certified and compatible browsers can be found at the following site:  
<http://kb.blackboard.com>

**Additional Technology Requirements**

Additional technology requirements may be required in some programs of study. Specific requirements are notated in the Course Description of courses requiring additional technology. Should Waldorf University implement virtual, third-party proctoring technology to administer final examinations, a webcam with audio capability will be required. Waldorf University reserves the right to update technology requirements, including both hardware and software, throughout the duration of the program. Waldorf strives to be innovative in its curriculum delivery to support student engagement in coursework.

**Technical Support**

Technical Support services are available and offer a variety of support services including desktop support, diagnostics, and Blackboard support. Students encountering technical difficulty are encouraged to contact the Waldorf Help desk at 877.399.1063.

Appropriate use of technology is the student's responsibility. Unauthorized use of university systems, further defined as myWaldorf Student Portal, Waldorf University's website, university networks, Internet, online classroom, or other hardware or software utilized in association with the university, is prohibited as identified in the Acceptable Use section found in Waldorf University's Technology Policy. This includes unauthorized access to other user accounts or transfer of user passwords to others.

**Classification of Students**

There are differences in classification of student status due to the definition of an academic year based on the modality of educational delivery. Residential student have the ability to register, participate and successfully complete an academic course load up to 17.5 semester credits per semester or 35 semester credits per academic year. Online students have the ability to register, participate and successfully complete and academic course load of 6 semester credits per term or 48 semester credits per academic year.

**Residential**

Freshman standing is given to a student who has earned between 0 and 25 semester credits. Sophomore standing is given to a student who has earned between 26 and 53 semester credits. Junior standing is given to a student who has earned between 54 and 85 semester credits. Senior standing is given to a student who has earned 86 or more semester credits.

**Online**

Freshman standing is given to a student who has earned between 0 and 24 semester credits. Sophomore standing is given to a student who has earned between 25 and 48 semester credits. Junior standing is given to a student who

has earned between 49 and 72 semester credits. Senior standing is given to a student who has earned 73 or more semester credits.

**Grading**

One semester hour of credit represents one lecture hour or 2–3 laboratory hours each week for a semester/term. For the purpose of averaging grades, numerical values (grade points) are assigned to each grade as follows:

**Grade Points**

Grade	Interpretation	Per Credit	
A	Excellent Performance	4.00	
A-		3.70	
B+		3.30	
B		3.00	
B-		2.70	
C+	Average Performance	2.30	
C		2.00	
C-		1.70	
D+	Poor Performance	1.30	
D		1.00	
D-		0.70	
F		Failing Performance	0
I		Incomplete	0
IP	In-Progress	0	
W	Withdrawal From Course	0	
WF	Withdrawn Failing Performance	0	
DN	Dropped—Non Attendance	0	
DP	Dropped—Participated	0	
* or R	Repeated Course	0	

An F can only be removed from the CGPA calculations if the student repeats the course at Waldorf University and earns a higher grade. The most recent grade is used in the CGPA calculations.

**Incomplete Grade Request Policy**

A notation of an Incomplete (I) grade may be submitted when the student has not been able to complete a course for what, in the instructor's judgment, is a compelling reason. The circumstances should be beyond the student's control, such as a major medical issue or family emergency. Online students may wish to review the Special Circumstances Policy for additional options. The submission of an Incomplete Grade Request form means that a student has made a commitment to the completion of the course and has completed more than half the academic work required in the course. The remainder of the work (less than 40%) must still be accomplished before a proper evaluation can be made by the instructor.

In order to qualify for an Incomplete (I) grade in a course, students need to have completed at least 60% of the required academic work (i.e.: quizzes, assessments, homework, papers, tests, presentations, etc.). For residential

students that translates into the completion of all academic work in at least ten weeks of the semester or the equivalent academic work (60%) distributed through more than ten weeks of the semester. For online students that translates into the completion of academic work in at least five units of a term or the equivalent academic work (60%) distributed through more than five units.

An Incomplete (I) grade may not be granted to a student whose work has been unsatisfactory or who has failed to submit a majority of the assignments (i.e., postings, responses, written assignments, references, etc.) by the end of the course. The date by which a student must complete a course is determined and approved by the course instructor, but may not be more than seven weeks following the end of a residential semester or not more than 45 days following the end of an online term in which the incomplete grade was awarded. If a student fails to complete the work satisfactorily within the allotted time, the incomplete individual assignment grade(s) are changed to a failing (F) grade. In some extenuating circumstances, requests for an extension beyond the seven weeks/45 days should be made, in writing, to the Vice President for Academic Affairs (VPAA) prior to the previously approved deadline. Both the instructor and student must agree to the extension. Students requesting incompletes in more than one course must receive special permission from the Vice President for Academic Affairs (VPAA) or designee. Late, incomplete or partial requests submitted will not be processed.

Student may not retake a course in order to complete an Incomplete. Additionally, students who have failed the course may not request an Incomplete with the understanding that they will officially "SIT-IN" on the course the next semester/term and replace their existing course grade.

Students enrolled in the online modality will not be allowed to register for additional course(s) or subsequent terms until the incomplete course(s) have been completed. However, a waiver to this policy may be granted by the university Registrar, Associate Registrar for Online Learning or designee (see Waiver—Online Incomplete Grade Policy Exception below for details).

It is the responsibility of the student to request, complete, and submit the Incomplete Grade Request form on or before the end of the current grading period for the course(s) in question. Under no circumstances may the instructor initiate or complete the request on behalf of the student. If the student fails to submit the request by the deadline, the student will receive the grade earned for the entire course. There will no retro-active incomplete grades permitted. Incomplete or partial requests submitted will not be processed.

Completed forms must be submitted to the Registrar's Office or designee no later than the last day to submit semester/term grades as dictated by the current edition of the university Catalog. Submission of the Incomplete Grade Request form after the published date is not permitted. Incomplete or partial requests will not be processed.

Unacceptable circumstances may include but may not be limited to the following circumstances:

- // Absence from final examination
- // Failure to submit a final project/paper/presentation or final examination
- // Registered but never attended a course session
- // Absence of more than 40% of the schedule course
- // Wishing to complete post-semester/term work for improved grade
- // Wishing to repeat the course as an audit, retaking examinations, and resubmitting forums/posts/work, etc., for improved grade
- // Issuing an incomplete as a substitute for a failing grade
- // Courses where normal course work extends outside the scheduled semester/term (internships, thesis, clinical, research, etc.)

An incomplete grade may not be considered passing for the purposes of determining academic standing, federal financial aid eligibility, athletic eligibility, and other purposes.

Students with incomplete grades are not eligible for Dean's List. If an incomplete grade is completed during the next academic semester/term, and the student meets the criteria for the Dean's List, the student will be added to the Dean's List retroactively.

\* *The grade of "I" may be awarded only at the end of a semester/term, when all but a minor portion of the course work has been satisfactorily completed. The grade of "I" is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such case, a grade other than "I" must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the semester/term.*

### **Waiver—Online Incomplete Grade Policy Exception**

Students enrolled in the online modality will not be allowed to register for additional course(s) or subsequent terms until the incomplete course(s) have been completed. However, a waiver to this policy may be granted by the university Registrar, Associate Registrar for Online Learning or designee, if all of the following condition have been met:

1. If the student is in an undergraduate program, they must have a cumulative grade point average (CGPA) of 2.5 or higher.
2. If the student is in a master's program, they must have a cumulative grade point average (CGPA) of 3.5 or higher.
3. The student must have completed 75% or more of the required coursework (i.e.: quizzes, assessments, homework, papers, tests, presentations, etc.) in the online term where the incomplete has been requested, and some work must be completed in Units 6, 7, or 8.
4. The course extension requested is less than 30 calendar days following the end of the online term in which the incomplete grade is being requested.
5. The student must be meeting all standards set forth by the university's Satisfactory Academic Progression (SAP) policy.

6. The student must not be on academic warning or academic probation during the online term of request or subsequent term.
7. The student must have all “official” transcripts on file with the Registrar’s Office.
8. If the student is in an undergraduate program, the student may not register or be enrolled in more than 3.0 semester hours of course work in the subsequent term. The student’s financial aid will be revised to reflect the half-time status for the subsequent term.
9. If the student is in a graduate program, the student may not register or be enrolled in more than 3.0 semester hours of course in the subsequent term. The student’s financial aid will be revised to reflect the status for the subsequent term.

## In-Progress Policy

An “In-Progress” grade is given for a course that is taught in semester sequence in which the grade is assigned at the completion of the entire sequence. The course is given credit each semester in terms of course load credit for enrollment purposes but the student does not receive credit towards graduation until the course has been completed. An In-Progress grade may not be considered passing for the purposes of determining academic standing, federal financial aid eligibility, athletic eligibility, and other purposes. Should the student request or receive an incomplete grade during the sequence of courses, the student would follow the guidelines and policies surrounding an incomplete grade. If a student fails to complete the work satisfactorily within a period of one calendar year from the initial course registration, the grade is changed to an incomplete grade of “I” and the guidelines and policies surrounding an incomplete grade would apply.

The following types of courses are authorized to utilize the “IP” grade designation:

- // Internships, including those with practicums (All Majors)
- // Thesis (All Majors)
- // Seniors Shows and Portfolios (Art Majors)
- // Student Teaching/Clinical (Education Majors)
- // Recital/Concert (Music Majors)

Exceptions may be granted by special request with written submission to the Academic Dean/VPAA and Registrar.

The grade W indicates that permission was granted to withdraw from a course for which the student was registered. The student must submit a completed Course Withdraw Form to the Registrar’s Office prior to the last day to withdraw from a class date as listed in the catalog.

## Grade Point Average

The grade point average (GPA) is computed by dividing the total number of quality points by the total number of hours completed.

## Pass/Fail Grading—Residential Only

The primary purpose of the Pass/Fail Grading Option is to encourage students to enroll in courses in areas they would

normally avoid because of lack of background. Twelve (12) credits may be taken Pass/Fail (does not include internships); no courses may be taken Pass/Fail from a student’s major (includes teaching endorsements/concentrations) or the Core Curriculum; one (1) course from a student’s minor may be graded Pass/Fail; Pass/Fail grading is not available for Freshmen; the grade P or F will be recorded on the transcript; a grade of P indicates that a grade of C- or higher was earned and is used for credits but not for determining grade point average; a grade of F indicates that a grade of D+ or lower was earned and is not assigned credits but is used for determining the grade point average; the student must authorize Pass/Fail grading with the Registrar’s Office by the end of the drop/add period for the semester; the student may change from the Pass/Fail grading option through the withdrawal date for the semester. Certain courses are designated only Pass/Fail by a department.

## Dean’s List

Full-time students who have attained a grade point average of 3.50 or better and have completed a minimum of 12 semester credits will be included on the Dean’s Honor List for the semester/term. Students may opt for their names and Dean’s List designation to be sent to their hometown newspapers by completing the Hometown News Release Authorization form, located at [www.waldorf.edu/Online/Current-Students/Forms](http://www.waldorf.edu/Online/Current-Students/Forms)

## Graduating with Honors

Special honors are awarded to Bachelor level students at the time of graduation in recognition of high scholarship. These are designated by the terms **Cum Laude** (with distinction), **Magna Cum Laude** (with high distinction), and **Summa Cum Laude** (with highest distinction). The honor is conferred cum laude on those who have a cumulative grade point average of 3.50 to 3.69; magna cum laude on those who have an average of 3.70 to 3.89; and summa cum laude on those who have an average of 3.90 or above.

## Academic Support Program (ASP)

Students who have a high school cumulative GPA below 2.0 or a low composite ACT score are admitted under the Academic Support Program (ASP) and required to pay a fee for their first semester in the program. Students must meet the minimal progress standards and guidelines set by the university. Any student who does not meet these standards at any time while at Waldorf University will be required to follow the policy and procedures set forth in the minimal progress standards.

Students on academic warning are automatically placed into the program and assessed a fee.

If it is apparent that a student is not profiting from attendance, the Vice President for Academic Affairs may dismiss a student without any waiting period.

## Satisfactory Academic Progress Policy (SAP)

Federal regulations require Waldorf University to establish and apply reasonable standards of Satisfactory Academic Progress (SAP) for eligible students to receive financial assistance under

the programs authorized by Title IV of the Higher Education Act. Waldorf University students who wish to be considered for financial aid must:

- // Be in good standing at Waldorf University and
- // Maintain satisfactory academic progress in their program of study as set forth in this policy.

SAP is a Federal Student Aid eligibility requirement and is administered by the university in addition to the academic standards of performance required under the Waldorf University Satisfactory Academic Progress (SAP) policy. The SAP policy is reviewed annually by the university Registrar. Students are evaluated at the end of every semester/term for SAP. All students are evaluated on three standards: grade point average (qualitative measure), semester hours completion ratio (quantitative measure), and maximum timeframe. To maintain eligibility under SAP, students must meet all three standards.

**Standard 1: Grade Point Average**

*(Qualitative Measure)*

Students must maintain a minimum qualitative measure of progress defined as the Cumulative Grade Point Average (CGPA)—see chart below. Undergraduate students must maintain a 2.0 CGPA at the conclusion of their fourth semester or eighth term of attendance. Graduate students must maintain a CGPA of 3.0 at all times.

	CGPA	CREDITS
End of First Semester or End of Term 1 or 2 . . . . .	1.80 . . . . .	12
End of Second Semester or End of Term 3 or 4 . . . . .	1.90 . . . . .	24
End of Third Semester or End of Term 5 or 6 . . . . .	1.95 . . . . .	36
End of Fourth Semester or End of Term 7 or 8 . . . . .	2.00 . . . . .	48
End of Fifth Semester or End of Term 9 or 10 . . . . .	2.00 . . . . .	60
End of Sixth Semester or End of Term 11 or 12 . . . . .	2.00 . . . . .	72
End of Seventh Semester or End of Term 13 or 14 . . . . .	2.00 . . . . .	84
End of Eighth Semester or End of Term 15 or 16 . . . . .	2.00 . . . . .	96
End of Ninth Semester or End of Term 17 or 18 . . . . .	2.00 . . . . .	108
End of Tenth Semester or End of Term 19 or 20 . . . . .	2.00 . . . . .	120

\* Credits pertain to successfully completed courses which apply toward the degree. Successful completion is defined as earning a grade of A, B, C, or D. Grades of F, W, I, IP or AU do not constitute successful completion.

If a residential student earns less than a 1.00 GPA after the first semester and earns less than 10 credits, the student will be dismissed from the university. If an online student earns less than a 1.00 GPA after the first term, the student will be dismissed from the university.

Developmental studies (DEV) courses with a course number below 100/1000 do NOT apply toward graduation.

**Standard 2: Semester Hour Completion Ratio or PACE**

*(Quantitative Measure)*

Students (either full-time or part-time) must achieve a passing rate of at least 67 percent of all hours attempted to demonstrate proper pace and to maintain satisfactory academic progression (SAP) standards. Hours attempted include completed courses, repeated courses, withdrawals, and incompletes. Transfer credit, if applicable, is also calculated in the completion ratio.

Students are evaluated at the end of every semester/term for SAP. Students who have not met the conditions for satisfactory academic progress will be placed on academic SAP warning for the following semester/term. Students on SAP Warning status will continue to be eligible to receive federal aid for this additional semester/term. Students on SAP Warning status who fail to meet SAP standards at the end of the semester/term will be dismissed from the university.

All students on academic SAP warning must take part in the Academic Support Program (ASP). If the student does not attain the minimum cumulative grade point average (CGPA) and/or the minimum cumulative credits by the end of the warning semester/term, the student will be dismissed from the university.

**Standard 3: Maximum Timeframe**

Students must complete their degree program within 150 percent of the semester/term hour requirements for the degree program.

Students must complete an associate’s degree within a maximum of 90 semester hours and a bachelor’s degree within a maximum of 186 semester hours (residentially) and 180 semester hours (online), and a graduate degree within a maximum of 54 semester hours (online). Students who are unable to complete their degree program within the timeframe limitation will no longer be eligible to use Title IV Aid to cover any costs associated with completing their degree program. Transfer credit, if applicable, is also calculated in the maximum timeframe calculation.

**Transfer Credits**

Transfer credits accepted toward the student’s degree program will be included when calculating the SAP Maximum Timeframe and quantitative progress. This includes credit for English as a Second Language (ESL) and remedial courses, if accepted toward the degree program.

**Repeated Courses**

Students receiving Title IV Aid may repeat a course, as allowed under the Waldorf University Satisfactory Academic Progress policy. Repeated courses will count toward the quantitative and maximum timeframe SAP standards. Federal Student Aid allows a student to retake a non-failed course and receive federal aid for that course one time.

**Incomplete Grades**

Students receiving Title IV Aid may receive incomplete grades, as allowed under the Waldorf University Satisfactory Academic Progress policy. Incomplete grades will count

toward the quantitative and maximum timeframe standards of SAP.

## Change of Program

All periods of enrollment will count when assessing a student's satisfactory academic progression (SAP). All attempted credit hours will be included in the determination of a student's satisfactory academic progression when a student makes a change in their degree program or field of study in the same degree level (i.e.: Bachelor to Bachelor).

## Second Bachelor's Degree

Undergraduate students must complete their degree program within 150 percent of the semester hour requirements for the degree. Transfer credit, if applicable, is also calculated in the maximum timeframe calculation. Students pursuing a second bachelor's degree are not eligible to receive Federal SEOG or Federal Pell Grants.

## SAP Evaluation

Students are evaluated at the end of every semester/term for SAP. Students who have not met the conditions for satisfactory academic progress (SAP) will be placed on academic warning for the following semester/term and will be expected to work with their academic advisor to discuss enrollment options. Students on SAP Warning status will continue to be eligible to receive federal aid for this additional term. Students on SAP Warning status who fail to meet SAP standards at the end of the semester/term will be dismissed from the university.

## Appeal Guidelines

Students dismissed upon failing SAP may appeal their dismissal to the Admissions and Academic Progress Committee if they have extenuating circumstances during the period of academic substandard performance and are able to provide supporting documentation. Appeals may be filed by faxing the appeal to the attention of the Vice President for Academic Affairs or to the Office of the Registrar at: Residential (641)585-8194 or Registrar@waldorf.edu ; Online (251) 224-0554 or Associate.Registrar@waldorf.edu . The appeal must include the reason(s) why the student failed to meet satisfactory academic progress and what will change to allow the student to meet the standards at the next evaluation. The committee will make every effort to consider each appeal carefully and provide a decision within seven to 10 business days. The committee will make one of the following decisions regarding the student's appeal:

- // The appeal will be denied; the student's academic dismissal is upheld and student will no longer be eligible for financial aid.
- // The appeal will be granted and the student placed on Academic Probation for one semester/term; the student should be able to meet satisfactory academic progress by the end of the probationary term. If the student does not meet satisfactory academic progress at the end of the probationary semester/term, the student will be dismissed.
- // The appeal will be granted and the student will be placed on an Academic Plan because satisfactory academic

progress cannot be met within one semester/term. The Academic Plan, monitored on an individual basis, will ensure that the student will be able to meet satisfactory academic progress by a specific point in time, will have set conditions, and can be evaluated at whatever periods as determined by the plan or at a minimum at the end of every semester/term. The student will be dismissed when he/she fails to meet the conditions of the Academic Plan.

Students on academic probation or academic plan may be required to retake courses in which "D" or "F" grades were received, take a reduced credit-load, and/or become involved in special programs and/or have restrictions placed on extra-curricular campus activities (athletics, fine arts, etc.). They are also required to submit periodic academic progress reports.

If it becomes apparent that a student is not profiting from the course, as evidenced by poor attendance or poor performance, the Vice President for Academic Affairs may dismiss a student without any warning period at any point during the semester/term.

**A part-time student** (*carrying less than 12 semester credits (residentially)/ 6 semester credits (online) in a semester/term*) shall be placed on academic warning if, at the end of any semester/term, he or she has a cumulative grade point average (cgpa) less than 2.00. During the next semester/term, if the student does not receive a 2.00 GPA and/or complete at least 67% of their coursework, the student is dismissed from the university. The student may appeal the dismissal and follow the same appeals process found above in the full-time satisfactory academic progress appeals process.

Part-time students on academic probation may be required to retake courses in which "F" or "D" grades were received, take a reduced credit-load, become involved in special programs, and/or have restrictions placed on extra-curricular campus activities (athletics, fine arts, etc.). They are also required to submit periodic academic progress reports.

If it becomes apparent that a part-time student is not profiting from the course, as evidenced by poor attendance or poor performance, the Vice President for Academic Affairs may dismiss a part-time student without any warning period at any point during the term.

## Changes in Registration

### Residential

To add or drop a course, a student must obtain a Add/Drop/Withdraw form from the Registrar's Office and secure the signatures of his/her advisor and the instructor of the course. Courses dropped during the first two weeks of the semester will not appear on the student's record. This is called the Drop/Add period. A student who withdraws from a course after the first two weeks of classes will receive a grade of W (Withdrawal). Students have until the end of the ninth week to withdraw from a full semester course or the middle of the fourth week for a half-semester course.

Courses dropped without following these procedures, or after the stated deadlines are recorded as F grades. Please

review the Academic Calendar in the Waldorf University for important registration dates and deadlines.

Students who enter a class after the first meeting of the class due to a change in registration, late registration, or for other reasons will be considered absent from the beginning of the semester and must make up all work missed.

If a student's class load drops below 12 hours, he/she may be asked to move out of the residence halls. Students who reside on campus and fall below 12 hours must receive special permission to reside on campus by the Dean of Students.

If a student's class load drops below 12 hours, it may affect athletic eligibilities and cause changes in their financial aid. Please consult with the Financial Aid Office and/or coach for details.

### Online

Students who wish to drop/withdraw from the institution are encouraged to complete the Course Drop/Withdrawal Form located in myWaldorf Student Portal; however, students may withdraw in any manner by contacting the Office of the Registrar. Courses dropped during the week of the term will appear on the student's record as a DP. A student who withdraws from a course after the first week of classes will receive a grade of W (Withdrawal). Students have until the end of the term to withdraw from a course. If no assignments are submitted in the last 21 days of the term and the student receives a failing grade, the student will be withdrawn from the course and a grade of WF will be assigned. Grades of WF count in the calculation of the student's GPA the same as a grade of F. WF also is counted in attempted hours. Please review the Academic Calendar in the Waldorf University for important registration dates and deadlines.

### Commencement Participation

Participating in the commencement ceremony is not the same as graduating. Waldorf University Commencement is held once a year, at the end of the spring semester. Students who plan to graduate in July will participate in the spring commencement program of the same year. Students who plan to graduate after July are included in the following spring commencement program.

### Withdrawal From the University

A student who for any reason finds it necessary to withdraw from the university during the course of any semester initiates application for withdrawal in the Office of Student Life with the Dean of Students (residentially) or their Academic Advisor (online). A student who fails to follow this procedure may not be considered honorably dismissed.

Refunds are based on the date on which the withdrawal application was approved.

### Transcripts

A transcript of credit and statement of honorable dismissal will be sent upon written request from the Registrar's Office for students who are in good standing. However, the university reserves the right to withhold transcript of record,

certification of graduation, and/or certification of credits until all university obligations have been fully settled, including past due Federal Perkins loans. Three official transcripts will be prepared at no charge. Additional copies will be furnished at five dollars each. If multiple copies are requested at one time a reduced rate is available. The standard processing time for all requests is 3-5 business days. Please consult with the Registrar's Office for additional information regarding alternative delivery methods and processing times. Transcripts may be requested online at <http://www.waldorf.edu/residential/academics/registrar-s-office/request-a-transcript>

### Petitions for Waivers

Petitions for waivers of graduation requirements should be directed to the Vice President for Academic Affairs. Neglect or ignorance of graduation requirements are not considered appropriate petitions. Incoming transfer students and students confronted with unique transfer requirements are generally given special consideration.

### Transfer of Credit to Waldorf

Waldorf University allows transfer credits from other accredited institutions of higher learning, training, and relevant professional licenses and certificated. They will be evaluated according to the nature and quality of work presented as judged by the university Registrar or their designee through official transcripts.

Students who have earned an Associate of Arts (A.A.) degree from an accredited institution will have their degree considered for meeting all general education core requirements with the exception two religion courses and any specific courses required by the individual major area of study.

Waldorf University will accept up to 16 vocational-technical credits if a student has completed the Associate of Arts degree (A.A.). Waldorf University will accept up to eight vocational-technical credits for students with an Associate of Applied Science (A.A.S.) degree, an Associate of Science (A.S.) degree, an Associate of Specialized Business (A.S.B.) degree, or no degree.

Courses comparable to Waldorf courses and successfully completed with grades of C- or better will be considered for transfer credit. Courses with D grades will be accepted within the Associates of Arts degree; however, transfer credit will not be issued for those courses unless the total transfer credit awarded is less than or equal to credits required to achieve Junior classification status. All coursework within a major or minor must have a grade of C- or higher to be considered for graduation.

Up to 75-percent of undergraduate courses can be transferred into an undergraduate degree program based upon the degree requirements. Up to 50-percent of graduate courses can be transferred into a graduate degree program based upon the degree requirements. All required internships and student teaching must be completed at Waldorf University to earn a Waldorf University degree.

Departments may have additional requirements for admission and completion in a major.

Grades earned in courses accepted for transfer are not included in the grade point average and are not used in computing academic honors, but the credits count toward the total number required for graduation.

## Academic Credit for College Equivalent Learning (ACCEL)

An individual with significant experience in the workplace or in other than college-sponsored training programs may be eligible to convert the knowledge obtained from that experience into academic college credit when it is equivalent to learning that takes place in the classroom.

Applicants for ACCEL credit must have completed the admissions process before applying for credit. Interested individuals should contact the Registrar for an ACCEL advisor who teaches the equivalent course. The advisor will explain the necessary portfolio materials. When the applicant has completed the documentation for the experience and the advisor has given preliminary approval, the portfolio will be viewed by a temporary committee for quality assurance. The Committee will be composed of the Registrar, the ACCEL advisor, and another faculty member of the department for which credit is requested.

If the experience is approved, credit will be given but not a grade. There is a \$50.00 per course fee for the credit to be put on the student's transcript.

## Advanced Placement (AP) Program

Credits from Advanced Placement courses in which at least a "3" has been earned on the final examination are accepted by Waldorf University. A maximum of three courses will be accepted.

## College-Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST)

The College-Level Examination Program and the DANTES Subject Standardized Tests provide students the opportunity to earn credit outside the classroom by demonstrating academic achievement through examination.

Waldorf University grants credit for both subject and general examinations of CLEP and DSST with the stipulation that the departments concerned will determine the course credit allowed and the score to be achieved to be acceptable.

Residential transfer orientation is provided through the Office of Student Life.

## The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 protects the privacy of student education records. The FERPA Act provides for the right to inspect and review education records, the right to seek to amend those records and to limit disclosure of information from the records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records. The Act applies to all institutions that are the recipients of federal aid administered by the Secretary of Education.

## What rights does FERPA afford students with respect to their education records?

- // The right to inspect and review their education records within 45 days of the day the university receives a request for access.
- // Students should submit written requests to the Office of the Registrar and identify the record(s) they wish to inspect. The staff of the office will make arrangements for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained by the Registrar's Office, the student will be notified of the correct official to whom the request should be addressed.
- // The right to request an amendment to the student's education records that the student believes are inaccurate or misleading.
- // Students may ask the university to amend a record that they believe is inaccurate or misleading. They should submit the request in writing to the Registrar's Office and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
- // If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing will be provided to the student when notified of the hearing.
- // The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- // One exception which permits disclosure without consent is disclosure to school officials with "legitimate educational interests." A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- // A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibility. The university Registrar will determine the "legitimate educational interest" on a needs basis.
- // The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:  
 Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Ave., SW  
 Washington, D.C. 20202-5920

**Who is protected under FERPA?**

Students who are currently enrolled or formerly enrolled regardless of their age or status with regard to parental dependency are protected under FERPA. Students who have applied but have not attended an institution and deceased students do not come under FERPA guidelines.

**What are education records?**

With certain exceptions, an education record is any record (1) from which a student can be personally identified and (2) maintained by Waldorf University. A student has the right of access to these records.

Education records include any records in whatever medium (handwritten, print, magnetic tape, film, diskette, etc.) that are in the possession of any school official. This includes transcripts or other records obtained from a school in which a student was previously enrolled.

**What is not included in an education record?**

- // Sole possession records or private notes held by school officials that are not accessible or released to other personnel,
- // Law enforcement or campus security records that are solely for law enforcement purposes and maintained solely by the law enforcement unit,
- // Records relating to individuals who are employed by the institution (unless contingent upon attendance),
- // Records relating to treatment provided by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional and disclosed only to individuals providing treatment,
- // Records of an institution that contain only information about an individual obtained after that person is no longer a student at that institution.

**What is directory information?**

Waldorf University may disclose information on a student without violating FERPA if it has designated that information as "directory information." At Waldorf University this includes a student's:

- |   |   |
|---|---|
| // Name   | // Honors and Awards Received                                   |
| // Home Address (City, State/Country)           | // Participation in officially recognized activities and sports |
| // Parent Name(s)                               | // Current Enrollment Status (Full-time/Part-time)              |
| // Parent(s) Home Address (City, State/Country) | // Class Standing (Freshman, Sophomore, Junior, Senior, etc.)   |
| // Campus Mail Box                              | // Expected Graduation Date                                     |
| // Waldorf University E-mail Address            |   |
| // Major(s)/Minor(s)                            |   |
| // Dates of Attendance                          |   |
| // Degree Awarded and Date Awarded              |   |

**How does a student authorize release of their education record in the form of an academic transcript?**

Students must authorize the release of their transcript by written request with signature or by completing and signing a transcript request form available in the Registrar's Office, or by ordering online through the Waldorf University web-site (E-Signature required). There may be fees associated with transcript requests. Contact the Offices of the Registrar's for additional information.

**Who may have access to student information?**

- // The student and any outside party who has the student's written permission.
- // School officials (as defined by the university) who have "legitimate educational interests."
- // Parents of a dependent student as defined by the Internal Revenue Code.
- // A person in response to a lawfully issued subpoena or court order, as long as the university makes a reasonable attempt to notify the student first. Normally, the university will comply with a subpoena after two weeks have elapsed from the day the subpoena was received. For legal questions, please contact the Office of the Vice-President for Business Affairs at 641-585-8496.
- // State and local education authorities ("Federal and State Authorities") may allow access to your records and personally identifiable information without your consent to any third party designated by a Federal or State Authority to evaluate a federal or state supported education program, as well as to researchers performing certain types of studies.

**When is the student's consent not required to disclose information?**

When the disclosure is:

- // To school officials (defined in policy) who have a "legitimate educational interest,"
- // To federal, state, and local authorities involving an audit or evaluation of compliance with educational programs,
- // In connection with financial aid; including Veterans' benefits,
- // To organizations conducting studies for or on behalf of educational institutions,
- // To accrediting organizations,
- // To comply with a judicial order or subpoena
- // In a health or safety emergency,
- // Releasing directory information,
- // Releasing the results of a disciplinary hearing to an alleged victim of a crime of violence.

For additional information, please contact:

Office of the Registrar  
 Salvesson Hall, First Floor  
 106 South Sixth Street  
 Forest City, Iowa 50436  
 641.585-8139  
 registrar@waldorf.edu

### Campus Security Report

The required campus security report is prepared annually and posted on the Waldorf website. This report contains information about measures the university has taken to provide for student and employee safety and ways students and employees can contribute to a safe environment. The report describes the relationship between campus security and the local police. It also contains campus crime statistics for the past three years. The report is available to the public upon request from the Office of Student Life or can be found on the university web page under "campus security."

### Nondiscrimination Policy

Waldorf University does not discriminate on the basis of race, color, national origin, sex, age, religion, sexual orientation, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having questions concerning Waldorf's compliance with the regulations implementing Title VI, Title IX, Section 504, or ADA is directed to contact the Dean of Students, Waldorf University, 106 South Sixth Street., Forest City, IA 50436-1713, (641-585-8161), who has been designated to coordinate efforts at Waldorf to comply with these regulations. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education.

### Notice of Program Accessibility

Waldorf University is committed to providing all of its students, faculty, staff, and visitors with equal access to its programs, events, and facilities. To this end, and in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1991, the university is making modifications to its buildings and grounds in such reasonable manner as to provide access for the disabled and stands ready to supply to students and employees, including those with limiting visual or hearing impairments, such auxiliary aids, modifications in classroom locations, and/or adjustment of classroom techniques and practices as will allow equal access to the regular program and degree objectives offered by the university. Requests for information or for modifications beyond those already completed or for assistance to accommodate individual needs should be made to the Dean of Students, Waldorf University, 106 South Sixth Street., Forest City, IA 50436-1713, 641.585.8161.

## // STUDENT IDENTITY VERIFICATION POLICY

In compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, concerning the verification of student identity in distance education, Waldorf University has established processes to verify that a student registered in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. The Student Identity Verification Policy is applicable to all Waldorf University students beginning with the application for admission and continuing through graduation, transfer, or withdrawal from the university.

### Identity Verification Methods

Students enrolled in courses or programs offered through distance education or correspondence education are subject to one or more of the following student identity verification methods:

- A. **Government-Issued Photo Identification**  
Students sitting for a proctored final examination are required to provide government- issued photo identification (i.e. driver's license or other governmental agency issued photo identification.)
- B. **Secure, Individual Login and Passcode**  
Students are assigned a secure, individual student identifier and password upon enrollment to Waldorf University. These assigned identifiers are used to access Blackboard, Waldorf University's Learning Management System (LMS), to complete coursework and myWaldorf Student Portal to access course grades and related information.
- C. **Proctored Examinations**  
Use of a Waldorf University approved proctor, or Remote Proctor Now, is required for all final examinations, pursuant to the Final Examination Policy.
- D. **Administrative or Academic Practices**  
Students are subject to identity verification, at the institution's discretion, through use of personally identifiable information provided by the student upon application to the university. Students must provide their assigned Student Identification Number, along with a secondary source of personally identifiable information when contacting the institution. In addition, faculty may commence verification of student identity following review of student work. Changes in academic performance or writing style may be monitored and prompt a request for identity verification.

### Protection of Student Information

Waldorf University practices methods of student identity verification that protects the privacy of student information. Additional facts pertaining to security of information can be found within the Technology Policy, under the Security of Information heading.

## Notification of Student Fees

Students will be notified at the time of registration of any fees associated with verification of student identity. Proctoring services and associated costs are the responsibility of the student.

## ACADEMIC INTEGRITY

### Academic Integrity at Waldorf

The foundation of Waldorf University, as a lively community of learning and faith, rests on the unrestricted pursuit of truth in every dimension of human experience. In turn, this common search for truth requires of every Waldorf faculty member, student, administrator, and support staff member, a fundamental commitment to academic integrity.

As a university community which approaches all that it says and does from a Lutheran understanding of life lived in response to God's grace, we are also acutely aware of our capacity for human dishonesty. When human deceitfulness, in any or all of its varieties goes unchallenged and unchecked, the very foundations of the university are threatened. Therefore, cheating, plagiarism, and other forms of academic dishonesty will not be tolerated.

To facilitate our purpose as an academic community and to promote academic integrity, the following policies are offered to promote definitional clarity and to describe the processes that will be followed when our fundamental academic integrity has been violated.

All faculty will include the following statement in each and every course syllabus:

"Honesty and integrity are taken very seriously at Waldorf University. All students should be familiar with the Waldorf University Academic Integrity Policy (found in the current Catalog) and the consequences which will result from breaches of this policy."

### Definitions of Violations of Academic Integrity

Registration at Waldorf signals the personal intention to adhere to Waldorf's standards of academic integrity. What follows is not an exhaustive list of violations, rather, it represents some examples of flagrant types of behavior that are unacceptable.

### Plagiarism

Plagiarism is the use of another's ideas, words or expressions without proper attribution or credit. It is the most common form of academic dishonesty, whether intentional or unintentional. Students must learn to give credit to sources used by applying proper citation methods. Plagiarism occurs when proper citations are not given for:

- // Information obtained from the Internet in whole or in part. This is the most common current form of misunderstanding on the part of students. Information obtained from the Internet is not to be used in a paper without giving proper credit to the author (if known) and

the website used. Students should learn and apply the proper methods to insert quotations taken from the web and how to cite them. Taking or purchasing a portion of or a complete paper from the Internet and submitting it as one's own work is also plagiarism

- // Every direct quotation, paraphrase or summary taken from a written or electronic work must be properly cited
- // Merely rearranging words or adding a sentence or two of your own to someone else's work does not make it your work. While it is permissible to include such wording in your work you must cite the source

### Intentional plagiarism is deliberate cheating and includes, but is not limited to:

- // Downloading a free research paper or purchasing a paper online
- // Buying a paper from a commercial paper mill
- // Faking a citation
- // Submitting a paper written by someone else
- // Copying an entire article or a paper from any source
- // Resubmitting a paper that you have submitted for another course or a previous attempt at the same course

### Unintentional plagiarism can occur when a writer commits the following acts:

- // Copying and pasting to recreate a paper from several sources without citing them.
- // Copying or paraphrasing sentences or paragraphs from sources without using proper citations.

Plagiarism, whether intentional or unintentional, remains a very serious academic offense.

### Plagiarism Detection

Waldorf University uses Safe Assign as its plagiarism detection service. The service compares a student's work to internet sites, internet and library databases, and its own database. The service provides a report to both the professor and student indicating the percentage of material that is found in other sources. If the professor finds that the report indicates plagiarism, he or she will work with the Vice President for Academic Affairs determine the appropriate action.

### Cheating

Cheating is defined as intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. It includes, but is not limited to, the following behaviors:

- // Allowing another person to do one's research or written work and then submitting the other person's work under one's own name.
- // Copying an answer or answers from another student's paper during a test or intentionally allowing a student to do so.
- // The unauthorized use of notes, study aids, electronic devices (i.e. Internet, e-mail, calculators, dictionaries, computer files, etc.), crib notes or any other form of information during an examination.

- // Sharing answers for a take-home exam or working with others on a take-home exam if not authorized by the instructor.
- // Altering any graded assignment/project after it has been returned and then submitting the work for re-grading unless it has been authorized by the professor
- // Submitting the same work in more than one course or a previous attempt at the same course without prior permission from the course instructor(s).

## Fabrication

- // Fabrication is the use of invented information or the falsification of research or other findings. Examples include, but are not limited to:
- // Submission in a paper, lab report, speech, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment of distortion of the true nature, origin, or function of such data or evidence.
- // Creating false citations.
- // Padding a bibliography by listing real or false sources that are not used in any way in the academic assignment.

## Inappropriate Collaboration

Working with another student and/or several students on projects in ways not specifically authorized by the instructor.

**Note:** *"Inappropriate collaboration" is not meant to discourage "appropriate collaboration" that is, those types of collaborative work defined, encouraged, and specifically authorized by the instructor.*

## Obtaining or Giving Unfair Advantage:

- // Stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the examination or prior to the time authorized by the instructor.
- // Stealing, destroying, defacing or retaining library or other educational resources with the purpose of depriving others of their use.
- // Retaining, copying, using or circulating previously-given examination materials
- // Intentionally obstructing or interfering with another student's academic work.
- // Otherwise undertaking activity with the purpose of creating or obtaining unfair academic advantage over other students' academic work.

## Failure to Cooperate

- // Failure to cooperate in and/or interference with an investigation of an alleged violation of this policy.

## Consequences and Procedures Resulting from Academic Dishonesty at the Undergraduate level

- // For any conduct involving incorrect citation methods, the faculty member will instruct the student regarding proper documentation of sources and plagiarism. The instructor shall note all instances of academic dishonesty and should take appropriate action.

- // For any conduct which a faculty member reasonably concludes is academic dishonesty the steps below shall normally be followed.

- // The faculty member will inform the student and then give written notification to The Office of Academic Affairs that includes the date of the notification, the student's name, the date of the offense and evidence for the academic dishonesty. The Office of Academic Affairs will maintain a list of all students that are reported.

## First Offense

The Office of Academic Affairs will indicate to the faculty member that this is the first offense. The faculty member may choose the appropriate action to take and will notify the student of the action taken. This could include giving the student an "F" for the assignment or test, assigning an "F" for the course and/ or recommending to the VPAA that the student be dismissed from the university. The Office of Academic Affairs or the Associate Dean for Online Learning will send a letter to the student reminding him/her of the consequences of additional infractions, including a required academic integrity tutorial. The student's due process will be ensured throughout this process.

## Second Offense

The Office of Academic Affairs will indicate to the faculty member that this is the second offense. The faculty member will assign an "F" for the course and may recommend to the VPAA that the student be dismissed from the university. The student will be notified by the faculty member that he/she has failed the course and the student will participate in a conference call consultation with the faculty member and The Office of Academic Affairs or the Associate Dean of Online Learning regarding the infraction. The student will also be required to complete an academic integrity instructional session with the Director of the Writing Center. The offense will be recorded and the student notified in writing of the consequences of a third offense by The Office of Academic Affairs. The student's due process will be ensured throughout this process.

## Third Offense

The Office of Academic Affairs will indicate to the faculty member that this is the third offense. A third academic dishonesty offense will result in an "F" in the course, a conference call consultation with the faculty member and the Vice President for Academic Affairs or the Associate Dean of Online Learning, and expulsion from the university at the end of the term in which the violation took place. The faculty member will inform the student of the offense and The Office of Academic Affairs will notify the student that he/she will be expelled. The student's due process will be ensured throughout this process.

If, in the judgment of the VPAA, the infraction is a particularly severe one, the VPAA will have the authority to determine whatever level of discipline he or she deems appropriate given the seriousness of the infraction.

### Consequences and Procedures Resulting from Academic Dishonesty at the Graduate level

For any conduct involving incorrect citation methods, the faculty member will instruct the student regarding proper documentation of sources and plagiarism. When academic dishonesty is discovered, the instructor should document it and follow the steps described below:

1. The faculty member will inform the student and then give written notification to the Vice President of Academic Affairs that includes the date of the notification, the student's name, the date of the offense and evidence for the academic dishonesty. The Vice President of Academic Affairs will maintain a list of all students that are reported.
  - a. **First Offense**  
The Vice President of Academic Affairs will indicate to the faculty member that this is the first offense. The faculty member will assign an "F" for the course, and the student will participate in a conference call consultation with the faculty member and the Vice President of Academic Affairs or the Associate Dean of Online Learning regarding the infraction. The faculty member may also recommend to the Vice President of Academic Affairs that the student be dismissed from the university. The Vice President of Academic Affairs will send a letter to the student, notifying the student in writing that he/she has failed the course and reminding the student of the consequences of additional infractions. The student's due process will be ensured throughout this process.
  - b. **Second Offense**  
The Vice President of Academic Affairs will indicate to the faculty member that this is the second offense. A second academic dishonesty offense will result in an "F" in the course, a conference call consultation with the faculty member and the Vice President for Academic Affairs or the Associate Dean of Online Learning, and expulsion from the university at the end of the term in which the violation took place. The faculty member will inform the student of the offense and the Vice President of Academic Affairs will notify the student that he/she will be expelled. The student's due process will be ensured throughout this process.

If, in the judgment of the Vice President of Academic Affairs, the infraction is a particularly severe one, the Vice President of Academic Affairs will have the authority to determine whatever level of discipline he or she deems appropriate given the seriousness of the infraction.

### Academic Integrity Violation Appeal Process

The following is the appeal process for students for all offenses in which faculty members notify The Office of Academic Affairs of the violation (2a, 2b, and 2c under Consequences and Procedures Resulting From Academic Dishonesty).

### Appeal of the Faculty Member's Decision to the Vice President for Academic Affairs

Students may appeal the faculty member's report of academic dishonesty to the Vice President of Academic Affairs.

#### Appeal Process:

- // All appeals must be submitted in writing to the Vice President for Academic Affairs.
- // The appeal must be submitted within seven (7) calendar days from the time the student is notified of the violation.
- // The Vice President for Academic Affairs will interview the student and the faculty member and anyone else deemed appropriate to gather information necessary to make an informed decision.
- // If the Vice President for Academic Affairs denies the appeal, the offense will be recorded in the accused student's file.
- // If the Vice President for Academic Affairs grants the appeal, no offense will be recorded.
- // The Vice President for Academic Affairs will notify the student and the reporting faculty member in writing of the decision within 5 business days of receiving the appeal from the student, unless the Vice President determines that additional time is necessary in order to resolve the appeal. If additional time is necessary the Vice President shall notify both the student and faculty member of how much additional time will be necessary.

### Appeal of the Vice President for Academic Affairs Decision to the Admission and Academic Progression Committee

If a student or a faculty member disagrees with the decision of the Vice President for Academic Affairs, he/she may appeal the decision to the Admission and Academic Progress Committee. The Vice President for Academic Affairs will not serve as a member of this committee during the appeal process.

Members\* of the committee include:

- // Registrar, or Designee—Chair
- // Director of the A.A.C.E.
- // Director of Admissions
- // Dean of Students
- // Associate Dean for Online Learning
- // Three Faculty members/Graduate Faculty member

\* *Members vary pending the learning modality (residential, online, or graduate learning).*

In the event that a committee member is directly involved in the dispute, the university President will name a replacement for the committee member.

### Appeals

- // All appeals must be submitted in writing to the Chair of the Admission and Academic Progress Committee.
- // The student or faculty member must appeal the VPAA's decision within seven calendar days from the time they are notified of the decision.

- // The Committee will review the faculty complaint and the VPAA's decision and then interview the student, the faculty member and the VPAA and anyone else deemed appropriate by the Committee.
- // The Committee may choose to consult legal counsel when the decision could result in student expulsion.
- // The student may be assisted during the hearing by an advisor, who may be an attorney. The role of the advisor will be limited to:
  - // Making brief opening and closing statements as well as comments on appropriate sanction
  - // Suggest relevant questions which the Committee may direct to a witness.
  - // Providing confidential advice to the student.

Even if accompanied by an advisor, the student must take an active and constructive role in the appeal process and the hearing. In particular, the student must fully cooperate with the Committee and respond to its inquiries without undue intrusion or comment by an advisor.

In consideration of the limited role of an advisor and of the compelling interest of the university to expeditiously conclude the matter, the work of the Committee will not, as a general practice, be delayed due to unavailability of an advisor.

- // If the Admission and Academic Progress Committee determines that an offense has occurred, it will be recorded in the accused student's file. Such a determination shall be made based upon a majority vote of those members actively participating in the appeal and shall be based upon a reasonable conclusion reached from the evidence presented.
- // If the Admission and Academic Progress Committee determines that no offense occurred, no offense will be recorded.
- // The Committee's Decision shall be made within 10 academic days of the appeal, unless the Committee determines that additional time is necessary in order to make a determination.

If additional time is necessary, the Committee shall notify the student and the faculty member and inform them of how much additional time will be necessary. The Committee's decision shall be final.

The Admission and Academic Progress Committee will notify the student, the reporting faculty member, and the Vice President for Academic Affairs in writing of the decision made.

## Forgery Policy

It is the policy of Waldorf University that if prospective or current students alter or forge academic records in any way, they will be denied admittance to or will be expelled from the institution.

Cheating and other forms of deception are causes for dismissal. Examples of cheating include the following:

- // Utilizing another student's answers during an exam
- // Using unauthorized materials during an exam
- // Having someone take your exam for you
- // Using unauthorized test materials
- // Disseminating exams to others
- // Plagiarism
- // Falsifying information

Other causes for dismissal from Waldorf University include:

- // Failure to pay tuition or fees due
- // Failure to abide by university rules and regulations

# V. UNDERGRADUATE DEGREE PROGRAMS

## RESIDENTIAL UNDERGRADUATE DEGREE PROGRAMS

### // THE CORE CURRICULUM

**Core and General Education Requirements for students with transfer credits equivalent to Freshmen status.**

The table below describes the courses and outcome expectations for students who begin as freshmen (first year students) at Waldorf. **There may be minor program differences due to student demographics and program modality. Goals and outcomes remain consistent regardless of the modality or demographics.**

Discipline	CR	Courses—Residential	CR	Courses—Online
<b>Composition</b>	6	ENG 120 ▲ and ENG 121▲, or HON 106	6	ENG 1010 and ENG 1020
<b>Arts and Humanities</b>	3	Any literature course 200+*, or HON 107	3	Any literature, history or global courses 2000+*
	3	Any history course*	3	Any history course*
	3	HUM 120: Artistic Expression	3	Any ART, MUS, SPC or THR course
<b>Wellness and Orientation</b>	1	HUM 110: First Year Experience	3	HUM 1010: Warrior Seminar
	1	Any two activities/PE courses		
	1	WEL 101: Concepts of Wellness		
<b>Global</b>	3	Course meeting Global core outcome* <i>(see below for a listing of possible course options)</i>	3	Course meeting Global core outcome* <i>(see below for a listing of possible course options)</i>
<b>Natural Sciences</b>	4	Any 100 or 200 level lab science course*	3	Any BIO or PHY course
<b>Mathematics</b>	4	Any math course 101+*	3	Any math course 1010+*
<b>Religion, Philosophy and Ethics</b>	3	REL 103: Introduction to Biblical Literature*	3	Any REL 2000+ courses*
	3	PHL 111: Critical Inquiry	3	HUM 1020: Critical Inquiry
	3	One additional REL 200+ course*	3	REL 4035: Life, Meaning, and Vocation
<b>Social Sciences</b>	6	Any courses from Economics, Political Science, Psychology, or Sociology*	6	Any courses from Economics, Political Science, Psychology, or Sociology*
<b>Speech</b>	3	Any course meeting oral communication core outcome* <i>(see below for a listing of possible course options)</i>		
<b>Electives</b>	12	Any courses not applied to primary major, with the exception of Education majors	15	Any courses not applied to major or minor
<b>Total Credits</b>		59 total—core outcomes		57 total—core outcomes
		17 in General Education		15 in General Education

\* Courses can apply to major/program requirements

▲ Requirement fulfilled by passing with a grade not lower than a C (2.00)

**Global . . . . .3 cr.**

(any study classified as outside of the U.S.A.)

Possible global course options may be:

BUS340	International Business
BUS4426	International Management
BUS4351	International Economics
ENG 212	Global Literature
ENG351	British Literature I
ENG352	British Literature II
HIS110/HIS1100	Ancient World
HIS120/HIS1200	Medieval World
HIS161/HIS1610	Modern World
HIS171/HIS1710	Contemporary World
MUS 300	World Music
POL/GEO 320	Modern Global Issues
REL206/REL2350	World Religions
SPN101/SPN1010	Elementary Spanish I
SPN102/SPN1020	Elementary Spanish II

**Speech. . . . .3 cr.**

Speech course available from the following:

SPE 111	Essentials of Public Speaking (Available to ALL majors)
BUS 330	Business Communications (Business and Sports Management majors only)
COM 203	Radio (Communications majors only)
EDU 201	Intro to Teaching (Education majors only)
THR 132	Acting I (Theatre majors only)

**Core and General Education Requirements for students with transfer credits or with an AAS or AS degree equivalent to Sophomore, Junior or Senior status.**

The table below describes the courses and outcome expectations for students who come to Waldorf with multiple semesters of college study. There may be minor program differences due to student demographics and modality. Goal and outcomes remain consistent regardless of the modality or demographics.

Discipline	CR	Courses—Residential	CR	Courses—Online
<b>Composition</b>	6	ENG 120 ▲ and ENG 121▲, or HON 106	6	ENG 1010 and ENG 1020
<b>Arts and Humanities</b>	6	Any literature, history or global courses 200+*, HON 107	6	Any literature, history or global courses 2000+*
	3	PHL 111: Critical Inquiry	3	HUM 1020 Critical Inquiry
	3	Any ART, THR or MUS course or any course meeting oral communication core outcome*	3	Any ART, MUS, SPC or THR course
<b>Wellness and Orientation</b>	1	Any two activities/PE courses	3	HUM 1010: Warrior Seminar
	1	WEL 101: Concepts of Wellness		
<b>Natural Sciences</b>	4	Any 100 or 200 level lab science course*	3	Any BIO or PHY course
<b>Mathematics</b>	4	Any math course 101+*	3	Any math course 1010+*
<b>Religion, Philosophy and Ethics</b>	3	REL 103: Introduction to Biblical Literature*	3	Any REL 2000+ courses*
	3	One additional REL 200+ course*	3	REL 4035: Life, Meaning, and Vocation
<b>Social Sciences</b>	6	Any courses from Economics, Political Science, Psychology, or Sociology*	6	Any courses from Economics, Political Science, Psychology, or Sociology*
<b>Electives</b>	12	Any courses not applied to primary major, with the exception of Education majors	24	Any courses not applied to primary major
<b>Total Credits</b>		xx total—core outcomes		xx total—core outcomes
		xx in General Education		xx in General Education

\* Courses can apply to major/program requirements  
 ▲ Requirement fulfilled by passing with a grade not lower than a C (2.00)

**Core and General Education Requirements for students with an Associate of Arts (A.A.)**

Students who have earned an Associate of Arts degree from an accredited institution will have their degree considered for meeting all core requirements with the exception two religion courses and any specific courses required by the individual major area of study.

## EDUCATIONAL GOALS

As an institution, Waldorf University strives to educate the whole person, and in order to accomplish this, the following goals and outcomes have been established:

**Goal 1:** Waldorf students will develop essential skills in thinking and communicating as a foundation for success in their future vocations.

**Outcome 1:** Waldorf students will demonstrate competence in argument analysis and basic forms of communication (writing, speaking, reading, and listening).

**Outcome 2:** Waldorf students will demonstrate competence in scientific skills and quantitative and qualitative forms of analysis.

**Outcome 3:** Waldorf students will demonstrate the ability to use qualitative and quantitative methods to understand individual and social human behavior.

**Goal 2:** Waldorf students will examine what shapes human life and culture from multiple perspectives.

**Outcome 1:** Waldorf students will demonstrate how storytelling, science, the visual and performing arts, history, and religion shape human experience.

**Outcome 2:** Waldorf students will demonstrate knowledge of and apply practices related to personal well-being.

**Outcome 3:** Waldorf students will demonstrate an understanding of vocation, apply it to their own lives, and match their skills and passions to the needs of their communities.

## ART

Courses in the Art Department develop an appreciation of the visual arts as an integral part of a liberal arts education, as well as provide foundational instruction for those interested in the commercial art or art education professions. All art courses are considered “studio” courses and, therefore, meet twice as many hours per week as the number of credit hours. Course fees cover only some of the supplies and equipment for the studio classes. Students will be required to furnish some of their own supplies.

**Minor:** A minor in Art requires ART134 and ART490 (to be taken the last semester of senior year) and an additional 15 credits from the following courses: ART121, ART221, ART223, ART323, ART421, and ART423.

## BIOLOGY (B.A. / B.S.)

To best prepare students for leadership careers in the biological sciences the Department maintains five general goals for its students:

1. To develop the practice of scientific and critical inquiry;

2. To assist students in understanding and applying scientific principles;
3. To develop investigative and quantitative skills;
4. To train students to operate biological equipment accurately and efficiently;
5. To prepare students for a life of leadership and service.

To accomplish these goals, the department offers students a strong curriculum and opportunities outside the classroom to develop their biological skills. All courses are thorough and experiential; students use modern laboratory equipment and practice scientific inquiry while learning a breadth and depth of biological information. Faculty members maintain research programs and strongly encourage students to participate in projects.

Biologists study living systems. They seek to answer questions about the molecular basis for life, interactions among organisms and their environment, factors that affect the health and physiology of organisms, how best to treat diseases, and other similar questions. To answer these and similar questions, the Biology Department prepares students for a variety of careers through two different degree tracks: B.A. or B.S. Both tracks require students to complete the same Biology Core (see below), but they differ according to the perceived long-term needs of students.

The B.A. track typically is chosen by students who plan to enter the work force immediately after graduation from Waldorf University. Because it allows students to combine this program with over 20 credits from other academic departments, this flexible B.A. track can become an interdisciplinary program to maximize marketability after graduation. It also requires an internship (BIO495) between the junior and senior years; this experience will introduce students to the professional world and begin creating professional connections for future employment.

The B.S. track typically is chosen by students with goals to pursue advanced degrees (M.S. or Ph.D.) or professional schools (e.g., human or veterinary medicine, physical therapy, dentistry, optometry, etc.). It requires students to complete additional courses to deepen their preparation in mathematics and sciences, such as in-depth study in molecular, organismal, and conservation biology. (For a listing of courses required for admission into professional schools, see the section in this catalog entitled Health Professions Pre-professional Programs.) The B.S. track also requires students to complete research leading to a Senior Thesis to demonstrate their ability to use biology as a tool to answer questions and solve problems. We do not equate Senior Thesis with that completed by a student in graduate school, but we do expect results from the Senior Thesis (BIO499) to be of sufficient quality to present at a regional scientific meeting or publish in a regional journal.

**Major:** In addition to the 40-46 credits in General Education core courses required by the University, all students majoring in biology will complete 25 credits in these core courses: BIO100, BIO120, BIO220, BIO222, BIO332, BIO370, BIO372, and BIO499. Students will also need to complete up to 4 additional credits in Biology Research (BIO491 and BIO492)

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or complete an Internship (BIO495). Biology majors will also complete 28-32 credits in these supporting mathematics and science courses: CHM131, CHM132, CHM241, and CHM242, PHY221 and PHY222, and MTH201. Finally, to receive a B.A. in Biology, students will need to complete 4 additional credits in biology courses numbered 300 or higher; to receive a B.S. in Biology, students will need to complete MTH203 and at least 12 additional credits in Biology courses numbered 300 or higher. Students completing a B.S. in Biology will need to complete Biology Research.

**Minor:** A minor in biology requires completion of BIO120, BIO220 or BIO222; CHM131 and CHM132; and three additional upper division biology courses. CHM241 and CHM242 may be required for some advanced biology courses. MTH201 is the recommended Math requirement for students pursuing a minor in biology. Students minoring in biology may elect courses within a single category to obtain a more in-depth study of one area or from several categories to obtain a more diverse overview of biology.

Molecular biology courses are numbered 330s and 430s; cellular biology 340s and 440s; organismal biology 350s and 450s; and ecology and evolution 370s and 470s. Students also should realize that some advanced courses may require an additional prerequisite than those listed for the minor.

### General Education Core Requirements . . . . 59 Cr.

### Biology Major Requirements . . . . . 30 Cr.

BIO 100	Orientation to Biological Sciences . . . . .	1
BIO 120†	General Biology . . . . .	4
BIO 220	General Zoology. . . . .	4
BIO 222	General Botany . . . . .	4
BIO 332	Genetics. . . . .	4
BIO 370	Ecology . . . . .	4
BIO 374	Evolutionary Biology. . . . .	4
BIO 499	Senior Seminar . . . . .	1

Four additional credits from the following courses:

BIO 491*	Biology Research I *** . . . . .	1-3
BIO 492**	Biology Research II *** . . . . .	1-3
BIO 495**	Internship . . . . .	4

### Other Requirements . . . . . 24-32 Cr.

Minimum of 32 credits from the following courses:

CHM 131†	General Chemistry I . . . . .	4
CHM 132	General Chemistry I . . . . .	4
CHM 241	Organic Chemistry I . . . . .	4
CHM 242*	Organic Chemistry II. . . . .	4
MTH 201†	Elementary Statistics. . . . .	4
MTH 203*†	Calculus I . . . . .	4
PHY 221†	General Physics I . . . . .	4
PHY 222	General Physics II . . . . .	4

\* Required for B.S. Degree

\*\* Required for B.A. Degree

\*\*\*May be taken in various combinations to total 4 credits.

### Biology Electives . . . . . 4-12 Cr.

B.A. students must complete four Biology elective credits.

B.S. students must complete 12 Biology elective credits.

BIO 330	Biochemistry . . . . .	4
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BIO 340	Microbiology . . . . .	4
BIO 350	Comparative Chordate Anatomy . . . . .	4
BIO 352	Vertebrate Physiology . . . . .	4
BIO 440	Cell and Molecular Biology . . . . .	4
BIO 442	Developmental Biology . . . . .	4
BIO 470	Conservation Biology . . . . .	4

### Recommended electives:

*Cell/Molecular Biology:*

BIO330, BIO340, BIO440, and BIO442

*Organismal Biology:*

BIO350, BIO352, and BIO442

*Conservation Study:*

BIO470, ECO251, and GEO320

*Health Professions:*

BIO330, BIO340, BIO350, BIO352, and BIO442

### Biology Minor Requirements . . . . . 24 Cr.

BIO 120†	General Biology . . . . .	4
BIO 220	General Zoology	
	<b>or</b>	
BIO 222	General Botany . . . . .	4
CHM 131†	General Chemistry I . . . . .	4
CHM 132	General Chemistry I . . . . .	4
	Two upper division biology courses . . . . .	8

† Fulfills a General Education Core Requirement

## // BUSINESS (B.A.)

// Finance and Banking

// Management

// Marketing

The Business Department seeks to prepare graduates for successful careers and fulfilling lives of service in management, finance and banking, or marketing.

The Business core required of all majors consists of BUS155, BUS220, BUS225, BUS300, BUS322, BUS330, BUS340, BUS380, BUS410, BUS450, BUS495, ECO251, ECO252, MTH101 or higher, and MTH201. In addition to the core, all business majors must complete one of three tracks listed below.

**Finance and Banking** track emphasis are BUS320, BUS326, BUS420, BUS430, and BUS440.

**Management** track emphasis are BUS320, BUS324, BUS326, BUS413, and BUS425

**Marketing** track emphasis are BUS344, BUS415, COM101, COM201, and either COM204 or COM422

**Major:** The Bachelor's degree requires completion of a minimum of 124 credits, a cumulative grade point average of 2.00, and a grade of C- or above in all business core, tracks, and required courses in the major.

**Minor:** A minor in business requires completion of BUS131, BUS220, BUS225, ECO251 or ECO252, plus three of the

following courses: BUS300, BUS320, BUS322, BUS340, and BUS410.

**General Education Core Requirements . . . 40–46 Cr.**

**Business Major Requirements . . . . . 54 Cr.**

BUS 155	Computer Applications . . . . .	3
BUS 220	Principles of Accounting. . . . .	4
BUS 225	Managerial Accounting . . . . .	4
BUS 300	Principles of Management. . . . .	3
BUS 322	Marketing. . . . .	3
BUS 330	Business Communications. . . . .	3
BUS 340	International Business . . . . .	3
BUS 380	Strategic Business Management. . . . .	3
BUS 410	Business Law . . . . .	3
BUS 450	Senior Seminar . . . . .	4
BUS 495	Internship (200 hours). . . . .	8
ECO 251†	Macroeconomics . . . . .	3
ECO 252†	Microeconomics. . . . .	3
MTH	Elective 101 or above . . . . .	4
MTH 201	Elementary Statistics. . . . .	4

**Finance and Banking Track Requirements. . . 15 Cr.**

BUS 320	Financial Management . . . . .	3
BUS 326	Organizational Theory and Behavior. . . . .	3
BUS 420	Money and Banking. . . . .	3
BUS 430	Analysis of Financial Statements. . . . .	3
BUS 440	Insurance/Accounting Systems . . . . .	3

**Management Track Requirements. . . . . 15 Cr.**

BUS 320	Financial Management . . . . .	3
BUS 324	Production and Operations Management . . . . .	3
BUS 326	Organizational Theory and Behavior. . . . .	3
BUS 413	Entrepreneurship and Small Business Management . . . . .	3
BUS 425	Human Resources Management. . . . .	3

**Marketing Track Requirements . . . . . 14 Cr.**

BUS 344	Consumer Behavior . . . . .	3
BUS 415	Marketing Cases . . . . .	3
COM 101	Graphic Core . . . . .	2
COM 201	Visual Theory . . . . .	3

One course from the following:

COM 204	Introduction to Public Relations . . . . .	3
COM 422	Public Relations Skills . . . . .	3

**Business Minor Requirements . . . . . 23–26 Cr.**

BUS 220	Principles of Accounting. . . . .	4
BUS 225	Managerial Accounting . . . . .	4
BUS 131	Introduction to Business. . . . .	3

One course from the following:

ECO 251†	Macroeconomics . . . . .	3
ECO 252†	Microeconomics. . . . .	3

Three courses from the following:

BUS 300	Principles of Management. . . . .	3
BUS 320	Financial Management . . . . .	3
BUS 322	Marketing. . . . .	3
BUS 340†	International Business . . . . .	3
BUS 410	Business Law . . . . .	3

† Fulfills a General Education Core Requirement

**CHEMISTRY**

The courses in the Chemistry Department are offered for Biology and Wellness majors. All are designed to satisfy standards recommended by the American Chemical Society (ACS) for ACS certification.

**Pre-Pharmacy Emphasis**

Students who are interested in pre-pharmacy need to take the following courses their freshman year: CHM 131 and CHM 132; BIO120, BIO220, and BIO222; and MTH 203. During the sophomore year, they need to take: CHM 241 and CHM 242; PHY 221 and PHY 222; and BIO340. All pre-pharmacy students are required to discuss their goals with a chemistry advisor at Waldorf and obtain his/her approval of all courses before registering for any semester of study.

**CHURCH PROFESSIONS**

Waldorf University prepares its students for professions in the church.

**Pre-Seminary Guidelines:**

EDU 210; PSY 111 and PSY 232; SPE 111; two semesters of foreign language; and the Religion minor.

**COMMUNICATIONS (B.A.)**

- // Digital Media
- // Journalism
- // Graphic Design
- // Public Relations

The Communications Department focuses on written and visual communication, including journalism, multimedia, public relations, graphic design, radio, television, and video production. Students will explore this rapidly growing field that offers career paths in business or corporate communications as well as the newspaper/broadcast industry and public relations. Emphasis will be given to current technology as well as historical development. The communications core required of all majors consists of COM101, COM102, COM103, COM104, COM201, COM280-COM283, COM318, COM401, COM441, COM452, and completion of an internship. In addition to the core, all communication majors must complete one of three tracks listed below.

**Digital Media** track emphasis are COM202, COM203, COM319, COM322, and COM434.

**Graphic Design** track emphasis are ART134; COM227, COM301, and COM314.

**Journalism** track emphasis are COM104, COM211, COM301, and COM432.

**Public Relations** track emphasis are COM202, COM203, COM204, COM301, and COM422.

**Minor:** A minor in Communications requires completion of COM101, COM102, COM103, COM104, and COM401, plus three of following courses: COM201, COM204, COM301, COM318, and COM441.

**General Education Core Requirements . . . 40-46 Cr.**

**Communication Arts Major Requirement . 40-46 Cr.**

COM 101	Graphic Core . . . . .	2
COM 102	Digital Core . . . . .	2
COM 103	Mass Communications and Society . . . . .	3
COM 104	News Gathering and Reporting . . . . .	3
COM 201	Visual Theory . . . . .	3
COM 280–283	Communication Practicum . . . . .	0.5 each
COM 318	Editing . . . . .	3
COM 395	Communications Internship . . . . .	4-8
COM 401	Web Design . . . . .	4
COM 441	Mass Media Law . . . . .	4
COM 452	Senior Capstone. . . . .	4

**Digital Media Track. . . . . 16 Cr.**

COM 202	Television Production . . . . .	3
COM 203†	Radio . . . . .	3
COM 319	Electronic Field Production. . . . .	3
COM 322	Broadcast Journalism . . . . .	3
COM 434	Advanced Media . . . . .	4

**Graphic Design Track . . . . . 12 Cr.**

ART 134	Design . . . . .	3
COM 227	Fundamentals of Typography . . . . .	3
COM 301	Publication Design. . . . .	3
COM 314	History of Graphic Design . . . . .	3

**Journalism Track . . . . . 13 Cr.**

COM 104	News Gathering and Reporting . . . . .	3
COM 211	Intermediate Journalism . . . . .	3
COM 301	Publication Design. . . . .	3
COM 432	Photojournalism. . . . .	4

**Public Relations Track . . . . . 15 Cr.**

COM 202	Television Production . . . . .	3
COM 203†	Radio . . . . .	3
COM 204	Introduction to Public Relations . . . . .	3
COM 301	Publication Design. . . . .	3
COM 422	Public Relations Skills . . . . .	3

**Communication Arts Minor Requirements 19–20 Cr.**

COM 101	Graphic Core . . . . .	2
COM 102	Digital Core . . . . .	2
COM 103	Mass Communications and Society . . . . .	3
COM 104	News Gathering and Reporting . . . . .	3
COM 401	Web Design . . . . .	4

Three courses from the following:

COM 201	Visual Theory . . . . .	3
COM 204	Introduction to Public Relations . . . . .	3
COM 301	Publication Design. . . . .	3

COM 318	Editing . . . . .	3
COM 441	Mass Media Law . . . . .	4

† Fulfills a General Education Core Requirement

**COMPUTER INFORMATION SYSTEMS**

The Waldorf University Computer Information Systems (CIS) Department gives students the opportunity to develop experience with the latest software, hardware, methods, and e-business concepts in the CIS field.

**CREATIVE WRITING**

The Waldorf University Creative Writing Program provides a challenging, engaging, and deeply personal learning experience. Students explore at least three genres of writing and develop their craft in techniques courses and upper-level writers' workshops. They form strong relationships with their peers in seminar style classes, and they work with faculty who are both excellent teachers and practicing writers.

The Waldorf University Creative Writing Program develops excellent writers and strong critical readers. Majors and minors explore the diverse possibilities of contemporary literature across a number of genres, increase their toolkit of writing techniques, and begin to acquire and polish a voice, process, and subject matter of their own. Further, they read and engage a broad selection of authors, using the vocabulary of craft to analyze works of literature and significantly deepen their love of the written word.

The Waldorf University Writing Program rigorously prepares students for graduate school in disciplines such as writing, literature, composition, divinity, law, and library sciences. Creative Writing students are encouraged to explore other vocational interests as well and perhaps meld their love of writing with a career as a high school teacher, a technical writer, journalist, or a physician's assistant. Waldorf University's Creative Writing graduates have successfully entered the nonprofit and business worlds, where they are prized for their ability to think critically and creatively. Increasingly, employers look for workers who can communicate effectively, placing added value on a creative writing degree. No matter your future plans, the Creative Writing Program can help you to develop the wisdom and sense of vocation to choose a life of creative, meaningful service in the world.

**General Education Core Requirements . . . 40–46 Cr.**

**Creative Writing Major Requirements. . . 38–40 Cr.**

CWR 201	Introduction to Creative Writing. . . . .	3
ENG 250	Exploration in Literature . . . . .	3

Three courses from the following:

CWR 370	Techniques of Creative Nonfiction	3
CWR 375	Techniques of Poetry	3
CWR 380	Techniques of Fiction . . . . .	3

CWR 385	Playwriting . . . . .	3
CWR 390	Special Topics in Creative Writing . . . . .	3

Two courses from the following:

CWR 470	Advanced Writing Workshop— Creative Nonfiction . . . . .	3
CWR 475	Advanced Writing Workshop—Poetry . . . . .	3
CWR 480	Advanced Writing Workshop—Fiction . . . . .	3

Three 205+ English courses (9 credits)

One additional 205+ course in English, Communications, or a related field (with consent) . . . . .	3
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Capstone Experience (5-6 credits):

CWR 499	Senior Thesis (mandatory) . . . . .	3+
CWR 490	Literary Editing . . . . .	3
<b>or</b>		
CWR 495	Creative Writing Internship . . . . .	2+

All Creative Writing majors must also complete a second major or a minor in a field of their choosing. If seeking a minor in English, the student must take the four literature or communication courses needed for the Creative Writing major plus an additional three English literature courses.

**Creative Writing Minor Requirements . . . . .21 Cr.**

CWR 201	Introduction to Creative Writing . . . . .	3
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Two courses from the following:

CWR 370	Techniques of Creative Nonfiction . . . . .	3
CWR 375	Techniques of Poetry . . . . .	3
CWR 380	Techniques of Fiction . . . . .	3
CWR 385	Playwriting . . . . .	3
CWR 390	Special Topics in Creative Writing . . . . .	3

One course from the following:

CWR 470	Advanced Writing Workshop— Creative Nonfiction . . . . .	3
CWR 475	Advanced Writing Workshop—Poetry . . . . .	3
CWR 480	Advanced Writing Workshop—Fiction . . . . .	3

Two English electives at the 205+ level 6

One further elective in CWR, ENG, or a related field (with consent); this could include the course CWR 490 (by consent of instructor) . . . . .	3
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† Fulfills a General Education Core Requirement

## // CRIMINAL JUSTICE

The Bachelor of Science Degree in Criminal Justice offered at Waldorf University is designed to provide students with a strong base of knowledge in the three primary areas of the criminal justice system: law enforcement, courts, and corrections—the essential core curriculum to establish a well-rounded foundation within the Criminal Justice field. Upon completion of the core, students chose electives allowing them to explore their interests in order to prepare them for a Criminal Justice career. Students select four classes from electives in areas such as juvenile justice; probation, community corrections, and advanced criminology within the program experience in order attain a well-rounded immersion in the field. As Criminal Justice is an ever-changing and exciting area of study, the Waldorf Criminal Justice program offers students a variety of electives that will keep them current in the field.

The program provides students with the general education, discipline specific information, and the technical knowledge required to succeed in the criminal justice workplace following graduation, in a variety of entry-level criminal justice related careers, or a student may instead choose to pursue graduate education or law school. Those that enter the job market upon graduation could pursue careers as probation/parole officers, case managers, correctional officers, police officers, investigators, loss prevention specialists, juvenile court advocates or compliance managers, among many other career paths. Waldorf Students can also support their Criminal Justice education with classes from other programs; such as Biology for conservation officer or game warden, Chemistry for crime scene analysts or technicians, Psychology for correctional case management or social services, and Business for warden, chief probation officer, or police chief jobs. These are just some of the examples of the wide array of opportunities and career paths available to students.

In their senior year, students take a required Senior Seminar, which covers a variety of topics, such as contemporary issues in Criminal Justice, and students then apply what they've learned in courses to real-world scenarios and current issues. An optional internship enhances the depth of the learning experience by providing the student with opportunity to observe and participate in fieldwork in their chosen discipline. Students who waive an internship may instead choose four additional criminal justice electives within the program.

**Major:** In addition to the Criminal Justice core requirements, the major requires completion of PSY 111, SOC 221 and a MTH 101+ (with a passing grade of C- or better) as well as the choice of four additional Criminal Justice electives and also one complementary supporting course, which may be chosen from: CHM 121, BIO125, POLS 112, POLS 410, SOC 222 or PSY 322.

**Minor:** A minor in Criminal Justice requires completion of 21 credits including CRJ120, CRJ150, CRJ220, CRJ330 and the choice of 3 CRJ electives.

**Double Major:** Criminal Justice is an interdisciplinary program and many students choose to double major in related fields in the social and behavioral sciences (e.g., psychology, political science, sociology, etc.). Students who wish to double major must complete the required courses for both majors with 15 credits in each major not being applied to the other major.

**General Education Core Requirements . . .40–46 Cr.**

**Criminal Justice Major Requirements . . .60–61 Cr.**

CRJ 120	Introduction to Criminal Justice . . . . .	3
CRJ 150	Introduction to Law Enforcement . . . . .	3
CRJ 220	Theory and Practice of Corrections . . . . .	3
CRJ 250	Introduction to Criminology . . . . .	3
CRJ 300	Mental Illness & Crime . . . . .	3
CRJ 305	Victimology . . . . .	3
CRJ 330	Judicial Process . . . . .	3
CRJ 400A	Diversity and Ethics in Criminal Justice . . . . .	3
CRJ 430	Senior Seminar . . . . .	3

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### Choose One:

CRJ 495	Criminal Justice Internship. . . . .	8
CRJ	Electives. . . . .	9

### Required Complementary Courses:

MTH 101+	General Education Math . . . . .	4
PSY 111	General Psychology . . . . .	3
SOC 221	Intro to Sociology . . . . .	3

### Criminal Justice Electives. (choose 4 for 12 credits)

CRJ 260	Management & Supervision for CJ . . . . .	3
CRJ 320	Juvenile Justice & Delinquency. . . . .	3
CRJ 360	Criminal Law . . . . .	3
CRJ 370	Criminal Investigations . . . . .	3
CRJ 395	Constitutional Law . . . . .	3
CRJ 420	Probation & Community Corrections . . . . .	3
CRJ 435	Leadership in Criminal Justice . . . . .	3
CRJ 475	Terrorism Incident Management. . . . .	3
CRJ 490C	Special Topics: Criminology . . . . .	3
CRJ 490CJ	Special Topics: Criminal Justice . . . . .	3
CRJ 490JJ	Special Topics: Juvenile Justice. . . . .	3

### Complementary Electives (choose 1)

BIO 125	Introduction to Environmental Science. . . . .	3
CHM 121	Chemistry in Society. . . . .	3
CHM 124	Chemistry in Context . . . . .	4
POLS 112	American Government . . . . .	3
POLS 410	American Law. . . . .	3
PSY 322	Abnormal Psychology . . . . .	3
SOC 222	Social Problems . . . . .	3

### Criminal Justice Minor Requirements 21 Credits

CRJ 120	Intro to CJ. . . . .	3
CRJ 150	Intro to Law Enforcement . . . . .	3
CRJ 220	Theory & Practice of Corrections . . . . .	3
CRJ 330	Judicial Process . . . . .	3
CRJ	Electives. . . . .	9

## // ECONOMICS

Courses in economics generally serve to round out a business curriculum. Economics courses should also be given strong consideration in programs emphasizing political, behavioral, and social sciences.

## // EDUCATION

The mission of the Waldorf University Education Department is to “prepare engaging teachers to serve a community of learners.” Through Waldorf’s Teacher Preparation Program, students experience exemplary learning opportunities both on campus and in area K–12 school districts. Additionally, Waldorf Teacher Education students learn to assume roles as leaders, advocates, change agents, and servants within the professional setting and the community.

### Education Department Goals

The Waldorf University Education Program has adopted

Interstate New Teacher Assessment and Support Consortium (InTASC) principles as its Education Department Goals. The Program also endeavors to incorporate The Council for Exceptional Children (CEC) worldwide mission to improve educational outcomes for individuals with exceptionality. Graduates of Waldorf University’s Teacher Education Program will demonstrate the following:

1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Program Progression**

A program progression flowchart has been developed to provide students with a visual guide of the progression process through the Teacher Education Program. A copy of the flowchart can be found in the Program Student Handbook. (<http://www.waldorf.edu/residential/academics/programs/education/forms>)

**Licensure Approval**

If a student has met all of the requirements set by the Teacher Education Program, met the Praxis II requirements for the state of Iowa and is recommended by the Waldorf University Licensure Officer, he/she will be recommended for licensure in Iowa.

Licensing or certification of teachers is a function of each state. Students who are contemplating teaching in a state other than Iowa will need to apply for licensure in that specific state. Each student seeking to be licensed in a state other than Iowa is responsible for meeting the current requirements of that state.

Education majors must complete Praxis II content knowledge and pedagogy tests to be recommended for an Iowa Teaching License. Students need to check with the Education Department for current required scores.

In an era of increasing academic accountability, the Iowa Department of Education, Waldorf University, and Teacher Education Program requirements may change after a college catalog has been printed. It is essential that students work with Education Department Advisors.

Education students may have required out-of-town placements, so they must be able to make provisions for transportation to these clinical experiences.

**Admission To The Teacher Education Program**

The following is a summary of requirements for admission into the Teacher Education Program. (Applications are usually submitted the first semester of the sophomore year.)

1. Taken or enrolled in Human Growth and Development and one other education course.
2. Grade point average is 2.5 or higher in Education and Content core courses at Waldorf University.
3. Completed English 101, 121, or 106 with a minimum grade of C-.
4. Completed Mathematics 101 or higher with a minimum grade of C-.
5. Passed Praxis Core Academic Skills for Educators Tests (C.A.S.E.) with minimum scores of: Reading- 156; Writing- 162; Mathematics- 150. (Students who have taken Praxis I tests, which are no longer offered, need minimum scores of Reading- 171; Writing- 172; Mathematics- 169; or a composite score of 511.
6. Satisfactory completion of 10 hours of clinical experience with satisfactory evaluations.

7. Satisfactory Progress Evaluations; any “plan of action” for 1 ratings has been completed.
8. At least 12.5 hours of community service.
9. Proof of professional liability insurance (membership in ISEA/NEA or PEI has the benefit of liability insurance).
10. Physical and mental health and character and interpersonal relationship skills recommendations from an Education Dept. faculty member, another faculty member, and a non-faculty member.

**Approval for Student Teaching**

Following is a summary of requirements for approval for student teaching:

1. Admitted to, and retention in, the Teacher Education Program.
2. Application materials completed and turned in to the Education Department.
3. Resume, Biography, Philosophy of Education Statement, 2–3 lesson plans and other exceptional work uploaded to Blackboard.
4. Completion of state approved Mandatory Reporting of Abuse training.
5. Satisfactory clinical experience evaluations and progress evaluations.
6. A minimum cumulative GPA of 2.50 in all education/endorsement courses.
7. Received a grade of B- or above in all methods courses and a grade of C- or higher in all other education/endorsement courses.
8. Completion of methods courses and a majority (3/4) of your endorsement area; there can be no D's, F's, or incomplete grades for education/endorsement courses.
9. Physical and mental health, and character and interpersonal relationship skills deemed acceptable for student teaching.
10. Making satisfactory progress toward completing the required community service hours.

**Elementary Education K–6 (Endorsement 102) Praxis II Required**

All methods courses, as well as EDU 400 and EDU 440, must be taken at Waldorf University. The requirements for Elementary Education Majors are:

PSY 144	Human Growth and Development. . . . .	3
EDU 201	Introduction to Teaching . . . . .	3
EDU 202	Introduction to Teaching Clinical . . . . .	0
EDU 230	Educational Media & Computers . . . . .	1
EDU 240	Educational Psychology . . . . .	3
EDU 253	Literature for Children. . . . .	3
EDU 330	Language Development/Teaching Reading & Language Arts . . . . .	4
EDU 340	Teaching Math/Science in K–8. . . . .	4
EDU 350	Teaching Movement/Music/Art/Drama in K–8. . . . .	4

# UNDERGRADUATE DEGREE PROGRAMS

EDU 360	Teaching Reading/Social Studies/ Language Arts in K–8 . . . . .	4
EDU 400	Ethics and Religious Diversity in Public & Private Education . . . . .	3
EDU 407	Kindergarten-3 Grade Student Teaching .	6
EDU 409	Grades 4–8 Student Teaching . . . . .	6
EDU 411	Multicultural Practicum . . . . .	2
EDU 430	Capstone . . . . .	1
EDU 440	Assessment & Goal Setting . . . . .	3
EDU 460	Behavior Management for Elementary. .	2
SPED 220	Exceptional Learners. . . . .	3
SPED 335A	Inclusive Reading Pre-Student Teaching .	2
SPED 390A	Diagnostic and Remedial Reading . . . .	4
SPED 392	Math Strategies . . . . .	2

## History Requirement (Minimum Grade of C-):

HIS 171	Contemporary World . . . . .	3
HIS 201 or 202	U.S. History . . . . .	3

## Mathematics Requirement (Minimum Grade of C-):

MTH 101	General Education Mathematics. . . . .	4
MTH 102+	Mathematics Elective . . . . .	4–5

## Science Requirement (Minimum Grade of C-):

PHY 151	Physical Science . . . . .	4
BIO 100+	Biology Elective . . . . .	3–4

Add at least one Endorsement/Concentration from the following:

## Reading K–8 (Endorsement 148)

ENG 106/121	Composition . . . . .	3
EDU 240	Educational Psychology . . . . .	3
EDU 253	Literature for Children 3	
EDU 330	Language Development/Teaching Reading & Language Arts . . . . .	4
EDU 360	Teaching Reading/Social Studies/ Language Arts K–8 . . . . .	4
EDU 440	Assessment & Goal Setting . . . . .	3
SPE 111	Essentials of Public Speaking . . . . .	3
SPED 335A	Inclusive Reading Pre-Student Teaching .	2
SPED 390A	Diagnostic & Remedial Reading . . . . .	4

## Instructional Strategist I (Endorsement 260)

Must accompany an elementary endorsement

SPED 220	Exceptional Learners. . . . .	3
SPED 321	Special Education Clinical Experience . .	1
SPED 335A	Inclusive Reading Pre-Student Teaching .	2
SPED 365	Methods and Materials in Special Education . . . . .	3
SPED 390A	Diagnostic and Remedial Reading . . . .	4
SPED 392	Math Strategies . . . . .	2
SPED 408	Student Teaching Students with Mild & Moderate Disabilities (BS Degree Only) 4–8 or	
SPED 410	Special Education Clinical Experience II (Endorsement Only) . . . . .	3
SPED 441	Assessment in Special Education . . . . .	2
SPED 450	Child, Family & Community Relations . .	3
SPED 461	Behavior & Social Interaction in the Special Ed Student . . . . .	2

## K–8 Elementary Math (Endorsement 142)

MTH 101	General Education Mathematics. . . . .	4
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MTH 103	College Algebra & Trigonometry. . . . .	5
MTH 201	Elementary Statistics. . . . .	4
CIS 130	Programming Fundamentals. . . . .	3

Take two of the following:

MTH 102	Liberal Arts Math . . . . .	4
MTH 110	Quantitative Methods . . . . .	4
MTH 203	Calculus I . . . . .	4
MTH 204	Calculus II . . . . .	4

## K–8 Grade Music (Endorsement 144)

MUS 101	Theory I. . . . .	3
MUS 102	Theory II. . . . .	3
MUS 103	Aural Skills I. . . . .	1
MUS 104	Aural Skills II. . . . .	1
MUS 215	Conductor’s Workshop I. . . . .	2
MUS 300	World Music . . . . .	3
MUS 301	Music History I . . . . .	3
MUS 315	Conductors Workshop II. . . . .	2
MSA	Applied Lessons . . . . .	3
EDU 406	Elementary Music Student Teaching . . .	6

Choose one of the following:

MUS 302	Music History II . . . . .	3
MUS 318	Music History III . . . . .	3

\* Must pass either piano proficiency exam.

## K–8 English/Language Arts (Endorsement 119)

EDU 253	Literature for Children. . . . .	3
EDU 330	Language Development/Teaching Reading & Language Arts . . . . .	4
EDU 360	Teaching Reading/Social Studies/ Language Arts in K–8 . . . . .	4
ENG 121 / ENG 106	Composition . . . . .	3
ENG 107 / ENG 250	Literature. . . . .	3
SPE 111	Essentials of Public Speaking . . . . .	3
SPED 390A	Diagnostic & Remedial Reading . . . . .	4

Choose one of the following:

THR 132	Acting I . . . . .	3
THR 200	Creative Dramatics . . . . .	3

Choose one of the following:

ENG 341	American Literature to 1865 . . . . .	3
ENG 342	American Literature 1865–Present. . . .	3
ENG 415	Special Topic (only if the course is an American literature topic) . . . . .	3

## K–8 Social Studies (Endorsement 164)

PSY 144	Human Growth & Development. . . . .	3
EDU 240	Educational Psychology . . . . .	3
EDU 360	Teaching Reading/Social Studies/ Language Arts in K–8 . . . . .	4
HIS 171	Contemporary World . . . . .	3

Choose one of the following:

HIS 201	U.S. History to 1877. . . . .	3
HIS 202	U.S. History Since 1877 . . . . .	3

Choose one of the following:

HIS 110	Ancient World. . . . .	3
HIS 120	Medieval World . . . . .	3
HIS 161	Modern World . . . . .	3
HIS 300	History of the Northern Plains . . . . .	3
HIS 310	Ancient Greece . . . . .	3

HIS 320	Roman Republic and Empire. . . . .	3
HIS 345	Early Modern Europe . . . . .	3
HIS 360	Modern Latin America. . . . .	3
HIS 361	American Women’s History . . . . .	3
HIS 364	American Environmental History. . . . .	3
HIS 405	Colonial and Revolutionary America. . . . .	3
HIS 417	American Civil War . . . . .	3
HIS 418	Modern American Presidency . . . . .	3
HIS 420	Contemporary America . . . . .	3
HIS 427	Medieval England . . . . .	3
HIS 430	British Empire . . . . .	3
HIS 435	Modern Britain . . . . .	3
HIS 440	Modern Germany . . . . .	3
HIS 460	The Great War . . . . .	3
HIS 462	FDR: Depression and War . . . . .	3
HIS 465	World War II. . . . .	3
HIS 470	The Vietnam War . . . . .	3
HIS/POL 362*	U.S. Foreign Policy. . . . .	3
HIS/POL 363*	African American History . . . . .	3

Choose three of the following:

ECO 251	Macroeconomics . . . . .	3
ECO 252	Microeconomics. . . . .	3
GEO 201	World Geography. . . . .	3
GEO/POL 320	Modern Global Issues . . . . .	3
POL 112	American Government . . . . .	3
POL 210	Political Parties and Elections . . . . .	3
POL 330	Comparative Government. . . . .	3
POL 410	American Law. . . . .	3
POL/HIS 362*	U.S. Foreign Policy. . . . .	3
POL/HIS 363*	African American History . . . . .	3
SOC 221	Introduction to Sociology . . . . .	3
SOC 222	Social Problems . . . . .	3

\* May only be used to fulfill one requirement area.

**Art Concentration**

ART 134	Design . . . . .	3
HUM 120	Artistic Expression. . . . .	3

Choose two of the following:

ART 121	Drawing I . . . . .	3
ART 221	Drawing II. . . . .	3
ART 223	Painting I . . . . .	3
ART 323	Painting II . . . . .	3
ART 421	Drawing III . . . . .	3
ART 423	Painting III. . . . .	3

**Mathematics Concentration**

MTH 110	Quantitative Methods . . . . .	4
MTH 201	Elementary Statistics. . . . .	4

Choose one of the following:

MTH 101	General Education Mathematics. . . . .	4
MTH 102	Liberal Arts Mathematics . . . . .	4
MTH 103	College Algebra & Trigonometry. . . . .	5
MTH 203	Calculus I . . . . .	4

**Music Concentration**

Must complete either the reading endorsement or one of the other concentrations

MUS 101	Theory I . . . . .	3
MUS 103	Aural Skills I. . . . .	1

MUS 215	Conductor’s Workshop I. . . . .	2
MUS 318	Music History III . . . . .	3
MSA	Applied Lessons . . . . .	1–4

**Science Concentration**

PHY 151	Physical Science . . . . .	4
Lab Science Course	. . . . .	4

Choose one of the following:

BIO 105	Principles of Biology. . . . .	4
BIO120	General Biology . . . . .	4
BIO125	Introduction to Environmental Science. . . . .	4

**Spanish Concentration**

Complete at least 12 credits from the following:

SPN 101	Elementary Spanish I . . . . .	4
SPN 102	Elementary Spanish II . . . . .	4
SPN 201	Intermediate Spanish I. . . . .	3
SPN 202	Intermediate Spanish II . . . . .	3
SPN 203	Intermediate Spanish Conversation I. . . . .	3
SPN 204	Intermediate Spanish Conversation II . . . . .	3

**Special Education Concentration**

SPED 220	Exceptional Learners. . . . .	3
SPED 321	Special Education Clinical Experience . . . . .	1
SPED 365	Methods & Materials in Special Education . . . . .	3
SPED 450	Child, Family & Community Relations . . . . .	3

Choose one of the following:

SPED 441	Assessment in Special Education . . . . .	2
SPED 461	Behavior Management in Special Education . . . . .	2

**Theatre Concentration**

Must complete either the reading endorsement or one of the other concentrations

THR 280/380/480	Theatre Practica (4). . . . .	1
THR 131	Introduction to Theatre . . . . .	3
THR 132	Acting I . . . . .	3
THR 200	Creative Dramatics . . . . .	3

Choose one of the following:

THR 140	Introduction to Stagecraft . . . . .	3
THR 146	Introduction to Theatrical Design . . . . .	3

**Coaching Authorization/Endorsement**

In addition to the above concentrations and endorsements for elementary education, the following courses may be taken for a coaching authorization or endorsement. Students in secondary education may also receive the coaching authorization or endorsement. All students seeking the coaching endorsement must take the approved concussion training at the IAHSAA site (<http://www.iahsaa.org/>) and will need to provide a copy of their certificate of completion for concussion training to the Education department. (An authorization may be obtained without a degree; an endorsement will be listed on the teaching license.)

PSY 144	Human Growth and Development. . . . .	3
PED 251	Theory/Psychology/Ethics Coaching . . . . .	2
PED 271	Coaching Anatomy . . . . .	1
<b>or</b>		
BIO 155	Basic Human Anatomy and Physiology . . . . .	4
PED 272	Treatment of Athletic Injuries . . . . .	2

**Secondary Education**

All methods courses as well as EDU 400 and EDU 440 must be taken at Waldorf University. The requirements for Secondary Education Majors are:

**Secondary Professional Education Core:**

PSY 144	Human Growth & Development . . . . .	3
EDU 201	Introduction to Teaching . . . . .	3
EDU 202	Introduction to Teaching Clinical . . . . .	0
SPED 220	Exceptional Learners. . . . .	3
EDU 230	Educational Media & Computers . . . . .	1
EDU 240	Educational Psychology . . . . .	3
EDU 370	Secondary Teaching Methods . . . . .	2
EDU 371	Pre-Student Teaching Clinical Experience for Secondary . . . . .	1
EDU 395	Content Area Reading Methods. . . . .	2
EDU 400	Ethics and Religious Diversity in Public & Private Schools. . . . .	3
EDU 411	Multicultural Practicum . . . . .	2
EDU 430	Capstone . . . . .	1
EDU 440	Assessment & Goal Setting . . . . .	3
EDU 465	Behavior Management for Secondary . . . . .	2

Secondary content area teaching methods course & clinical experience in major  
(EDU 375-376; 380-381; 382-383; 385-386; 398-399 or PED 345-346) . . . . . 4

Secondary content area student teaching in major  
(EDU 410 / EDU 414; EDU 412 / EDU 416; EDU 415 / EDU 417; EDU 420 / EDU 423; EDU 470 / EDU 471, EDU 482 and SPED 422) . . . . . 6-12

Students majoring in Secondary Education must choose one of the following initial endorsements: English, Biology, Chemistry, Health, Math, Social Science, or Speech/Theatre. The requirements for each content major are listed next:

**English 5-12 (Endorsement 120)**

CWR 201	Creative Writing . . . . .	3
ENG 120	Composition I: Reading & Writing or ENG/HON 106 Honors: Composition I . . . . .	3
ENG121	Composition II: Rhetoric and Written Argument or ENG/HON 107 Honors: Composition II . . . . .	3
ENG 204	Writing Center Tutor Training . . . . .	1
ENG 205	English Grammar . . . . .	3
ENG 212	Global Literature or ENG/HIS 470 The Vietnam War . . . . .	3
ENG 230	Advanced Composition . . . . .	3
EDU 395	Content Area Reading Methods. . . . .	2
ENG 341	American Literature to 1865 . . . . .	3
ENG 342	American Literature 1865-Present . . . . .	3
ENG 351	British Lit I: Beowulf to Eighteenth Century . . . . .	3
ENG 352	British Lit II: Romantics to Contemporary . . . . .	3
ENG 310	Young Adult Literature . . . . .	3
ENG 441	Shakespeare. . . . .	3
SPE 111	Essentials of Public Speaking . . . . .	3

English 415 Special Topics in English, may be substituted for any of the above course choices when the special topic matches the course category.

**Speech Communication/Theatre 5-12 (Endorsement 168)**

COM 103	Mass Communications & Society . . . . .	3
SPE 111	Essentials of Public Speaking . . . . .	3
SPE 300	Argumentation and Debate . . . . .	3
THR 131	Introduction to the Theatre . . . . .	3
THR 132	Acting I . . . . .	3
THR 146	Intro to Theatrical Design or THR 140 Intro to Stagecraft. . . . .	3
THR 200	Creative Dramatics . . . . .	3
THR 300	Directing . . . . .	3

**Biology 5-12 (Endorsement 151)**

BIO 120	General Biology . . . . .	4
BIO 220	General Zoology. . . . .	4
BIO 222	General Botany . . . . .	4
BIO 300+	Elective . . . . .	4
BIO 332	Genetics. . . . .	4
BIO 370	Ecology . . . . .	4
BIO 374	Evolutionary Biology. . . . .	4
BIO 493	Special Problems . . . . .	3
CHM 131	General Chemistry I . . . . .	4
CHM 132	General Chemistry II. . . . .	4
CHM 241	Organic Chemistry I . . . . .	4
MTH 201	Elementary Statistics. . . . .	4

**Biology and Chemistry Endorsement 5-12 (Endorsement 151 and 152)**

BIO 120	General Biology . . . . .	4
BIO 220	General Zoology. . . . .	4
BIO 222	General Botany . . . . .	4
BIO 300+	Elective . . . . .	4
BIO 332	Genetics. . . . .	4
BIO 370	Ecology . . . . .	4
BIO 374	Evolutionary Biology. . . . .	4
BIO 493	Special Problems . . . . .	3
CHM 131	General Chemistry I . . . . .	4
CHM 132	General Chemistry II. . . . .	4
CHM 241	Organic Chemistry I . . . . .	4
CHM 242	Organic Chemistry II. . . . .	4
MTH 201	Elementary Statistics. . . . .	4

**All Social Sciences 5-12 (Endorsement 186)**

**American History**

HIS 201	U.S. History to 1877. . . . .	3
HIS 202	U.S. History Since 1877 . . . . .	3
<i>Choose One:</i>		
HIS 300	History of the Northern Plains . . . . .	3
HIS 361	American Women's History . . . . .	3
HIS 362*	U.S. Foreign Policy. . . . .	3
HIS 363*	African American History . . . . .	3
HIS 364	American Environmental History. . . . .	3
HIS 405	Colonial and Revolutionary America. . . . .	3
HIS 417	American Civil War . . . . .	3
HIS 418	Modern American Presidency . . . . .	3
HIS 420	Contemporary America . . . . .	3
HIS 462*	FDR: Depression and War . . . . .	3
HIS 471	From Beats to the Beatles . . . . .	3

**World History**

HIS 110	Ancient World . . . . .	3
HIS 120	Medieval World . . . . .	3

*Choose One:*

HIS 161	Modern World . . . . .	3
HIS 171	Contemporary World . . . . .	3
HIS 310	Ancient Greece . . . . .	3
HIS 320	Roman Republic and Empire . . . . .	3
HIS 345	Early Modern Europe . . . . .	3
HIS 360	Modern Latin America . . . . .	3
HIS 362*	U.S. Foreign Policy . . . . .	3
HIS 427	Medieval England . . . . .	3
HIS 430	British Empire . . . . .	3
HIS 435	Modern Britain . . . . .	3
HIS 440	Modern Germany . . . . .	3
HIS 460	The Great War . . . . .	3
HIS 465	World War II . . . . .	3
HIS 470	The Vietnam War . . . . .	3

**Government**

POL 112	American Government . . . . .	3
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*Choose Two:*

POL 210	Political Parties and Elections . . . . .	3
POL 330	Comparative Government . . . . .	3
POL 362*	U.S. Foreign Policy . . . . .	3
POL 363*	African American History . . . . .	3
POL 410	American Law . . . . .	3
POL/HIS 462*	FDR: Depression and War . . . . .	3

**Psychology**

PSY 111	General Psychology . . . . .	3
PSY 144	Human Growth & Development . . . . .	3

**Sociology**

SOC 221	Introduction to Sociology . . . . .	3
SOC 222	Social Problems . . . . .	3

**Geography**

GEO 201	World Geography . . . . .	3
GEO 320	Modern Global Issues . . . . .	3

**Economics**

ECO 251	Macroeconomics . . . . .	3
ECO 252	Microeconomics . . . . .	3

\* May only be used to fulfill one requirement area.

**Other**

HIS 210	Methods of History . . . . .	3
	<b>or</b>	
HIS 499	History Seminar (choose 3) . . . . .	3

**Social Science:**

*Students desiring to teach in the Social Sciences, but electing not to complete the All Social Sciences Endorsement, must choose any TWO of the three areas listed below and complete either HIS 210 Methods of History or three History Seminar courses (HIS 499):*

**American Government 5–12**

**(Endorsement 157) . . . . . (15 Cr.)**

POL 112	American Government . . . . .	3
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*Choose Four:*

POL 210	Political Parties and Elections . . . . .	3
POL 320	Modern Global Issues . . . . .	3
POL 330	Comparative Government . . . . .	3
POL 362*	U.S. Foreign Policy . . . . .	3
POL 363*	African American History . . . . .	3
POL 410	American Law . . . . .	3
POL/HIS 462*	FDR: Depression and War . . . . .	3

**American History 5–12**

**(Endorsement 158) . . . . . (15 Cr.)**

HIS 201	U.S. History to 1877 . . . . .	3
HIS 202	U.S. History since 1877 . . . . .	3

*Choose Three:*

HIS 300	History of the Northern Plains . . . . .	3
HIS 361	American Women’s History . . . . .	3
HIS 362*	U.S. Foreign Policy . . . . .	3
HIS 363*	African American History . . . . .	3
HIS 364	American Environmental History . . . . .	3
HIS 405	Colonial and Revolutionary America . . . . .	3
HIS 417	American Civil War . . . . .	3
HIS 418	Modern American Presidency . . . . .	3
HIS 420	Contemporary America . . . . .	3
HIS 462*	FDR: Depression and War . . . . .	3
HIS 471	From Beats to the Beatles . . . . .	3

**World History 5–12**

**(Endorsement 166) . . . . . (15 Cr.)**

HIS 110	Ancient World . . . . .	3
HIS 120	Medieval World . . . . .	3

*Choose Three:*

HIS 161	Modern World . . . . .	3
HIS 171	Contemporary World . . . . .	3
HIS 310	Ancient Greece . . . . .	3
HIS 320	Roman Republic and Empire . . . . .	3
HIS 345	Early Modern Europe . . . . .	3
HIS 360	Modern Latin America . . . . .	3
HIS 362*	U.S. Foreign Policy . . . . .	3
HIS 427	Medieval England . . . . .	3
HIS 430	British Empire . . . . .	3
HIS 435	Modern Britain . . . . .	3
HIS 440	Modern Germany . . . . .	3
HIS 460	The Great War . . . . .	3
HIS 465	World War II . . . . .	3
HIS 470	The Vietnam War . . . . .	3

**Mathematics 5–12 (Endorsement 143)**

CIS 130	Programming Fundamentals . . . . .	3
MTH 201	Elementary Statistics . . . . .	4
MTH 203	Calculus I . . . . .	4
MTH 204	Calculus II . . . . .	4
MTH 300	Discrete Mathematics . . . . .	4
MTH 330	Linear Algebra . . . . .	4
MTH 340	Classical & Modern Geometry . . . . .	4

**Instructional Strategist I:**

**Mild & Moderate 5–12 (Endorsement 261)**

EDU 330	Language Development/Teaching Reading and Language Arts . . . . .	4
SPED 220	Exceptional Learners . . . . .	3

# UNDERGRADUATE DEGREE PROGRAMS

SPED 321	Special Education Clinical Experience . . .	1
SPED 365	Methods and Materials in Special . . . . .	3
	Education . . . . .	
SPED 390A	Diagnostic and Remedial Reading . . . . .	4
SPED 392	Math Strategies . . . . .	2
SPED 422	5–12 Student Teaching . . . . .	2–6
SPED 441	Assessment in Special Education . . . . .	2
SPED 450	Child, Family & Community Relations . . .	3
SPED 455	Transitional Collaboration . . . . .	2
SPED 461	Behavior & Social Interaction . . . . .	2
	in the Special Education Student . . . . .	

## Reading 5–12 (Endorsement 149)

EDU 330	Language Development/Teaching . . . . .	4
	Reading & Language Arts . . . . .	
EDU 355	Teaching Reading in 5th–12th Grade . . .	2
EDU 395	Content Area Reading Methods . . . . .	2
ENG 106/121	Composition . . . . .	3
ENG 205	English Grammar . . . . .	3
ENG 310	Young Adult Literature . . . . .	3
SPE 111	Essentials of Public Speaking . . . . .	3
SPED 335A	Inclusive Reading Pre-Student Teaching . .	2
SPED 390A	Diagnostic & Remedial Reading . . . . .	4

## Health 5–12 (Endorsement 138)

PSY 144	Human Growth & Development . . . . .	3
EDU 482	Student Teaching in Health . . . . .	2–4
PED 170	First Aid . . . . .	1
PED 345	Methods of Teaching Physical . . . . .	3
	Education & Health . . . . .	
PED 346	Secondary PE Clinical Experience . . . . .	1
PSY 232	Close Relationships . . . . .	3
PSY 322	Abnormal Psychology . . . . .	3
WEL 101	Concepts of Wellness . . . . .	1
WEL 207	Principles of Nutrition . . . . .	3
WEL 212	Stress Management . . . . .	2
PED/WEL 221	Personal & Community Health . . . . .	3
PED/WEL 230	History & Principles of Physical Education .	3
WEL 250	Substance Abuse . . . . .	3

## K–12 Physical Education (K–8 Endorsement 146; 5–12 Endorsement 147)

All methods courses as well as EDU400 and EDU440 must be taken at Waldorf University. Students desiring K–12 Physical Education must complete the following Education and Physical Education courses:

PSY 144	Human Growth & Development . . . . .	3
EDU 201	Introduction to Teaching . . . . .	3
EDU 202	Introduction to Teaching Clinical . . . . .	0
	Experience . . . . .	
EDU 210	Human Relations for Teachers . . . . .	2
EDU 230	Educational Media & Computers . . . . .	1
EDU 240	Educational Psychology . . . . .	3
EDU 395	Content Area Reading Methods . . . . .	2
EDU 400	Ethics & Religious Diversity . . . . .	3
EDU 411	Multicultural Practicum . . . . .	2
EDU 430	Capstone . . . . .	1
EDU 440	Assessment & Goal Setting . . . . .	3
EDU 460	Behavior Management for Elementary . . .	
	<b>or</b>	
EDU 465	Behavioral Management for Secondary . . .	2
EDU 480	Student Teaching K–8 . . . . .	6
EDU 481	Student Teaching 5–12 . . . . .	6

PED 343	Methods of Teaching Physical Education . . . . .	3
	in the Elementary Schools . . . . .	
PED 344	Clinical Experience in Teaching Physical . . .	1
	Education in the Elementary Schools . . .	
PED 345	Methods of Teaching Physical Education . . . . .	3
	in the Secondary Schools . . . . .	
PED 346	Clinical Experience in Teaching Physical . . .	1
	Education in the Secondary Schools . . .	
SPED 220	Exceptional Learners. . . . .	3

K–12 Physical Education students must also take the following:

BIO 155	Basic Human Anatomy & Physiology. . . . .	4
PED 170	Community First Aid & Safety . . . . .	1
PED 210	Physical Education for the Elementary . . .	3
	School. . . . .	
PED 230	History & Principles of PE, . . . . .	3
	Fitness & Leisure Studies. . . . .	
PED 251	Theory, Psychology and Ethics . . . . .	2
	of Coaching. . . . .	
PED 272	Treatment of Athletic Injuries . . . . .	2
PED 301	Curriculum & Administration in PE . . . . .	3
PED/SPED 310	Adaptive Physical Education . . . . .	2
WEL 101	Concepts of Wellness . . . . .	1
WEL 390	Kinesiology . . . . .	3

Students must either demonstrate proficiency in variety of PED activities (six activities required) OR take the following two courses:

PED 243	Team Game Skills . . . . .	2
PED 244	Individual & Dual Sports. . . . .	2

Must add one of the following concentrations:

### SPED Concentration

SPED 220	Exceptional Learners. . . . .	3
PED/SPED 310	Adaptive Physical Education . . . . .	2
SPED 365	Methods & Materials in Special Education .	3
SPED 450	Child, Family & Community Relations . . .	3
SPED 461	Behavior & Social Interaction in the . . . . .	2
	Special Ed. Students. . . . .	

or

### Health Concentration

WEL 101	Concepts of Wellness . . . . .	1
WEL 207	Principles of Nutrition . . . . .	3
WEL/PED 221	Personal & Community Health. . . . .	3
WEL/PED 230	History and Principles of PE, . . . . .	3
	Fitness & Leisure Studies. . . . .	
WEL 212	Stress Management . . . . .	2

## K–12 Music Education (K–8 Endorsement 144; 5–12 Endorsement 145)

All methods courses as well as EDU 400 must be taken at Waldorf University. Students desiring K–12 Music Education must complete the following Education courses:

PSY 144	Human Growth & Development . . . . .	3
EDU 201	Introduction to Teaching . . . . .	3
EDU 202	Introduction to Teaching Clinical . . . . .	0
	Experience . . . . .	
EDU 210	Human Relations for Teachers . . . . .	2
EDU 230	Educational Media & Computers . . . . .	1
EDU 240	Educational Psychology . . . . .	3
EDU 395	Content Area Reading Methods. . . . .	2
EDU 400	Ethics & Religious Diversity . . . . .	3
EDU 406	Elementary Music Student Teaching . . . . .	6
EDU 411	Multicultural Practicum . . . . .	2
EDU 421	Secondary Music Student Teaching . . . . .	6

EDU 430	Capstone . . . . .	1
EDU 460	Behavior Management for Elementary <b>or</b>	
EDU 465	Behavioral Management for Secondary . . . . .	2
MUE 341	Methods: General Music in the Schools & Assessment. . . . .	4
MUE 441	Methods: Performance Ensembles/ Schools . . . . .	3
MUE 360	Percussion Skills . . . . .	1
MUE 361	Woodwind Skills . . . . .	1
MUE 362	Brass Skills. . . . .	1
MUE 363	Vocal Skills . . . . .	1
SPED 220	Exceptional Learners. . . . .	3

*K–12 Music Education students must also take the following:*

MUS 101, MUS 102, MUS 201, MUS 202 Music Theory I–IV. . . . .	12
MUS 103, MUS 104, MUS 203, MUS 204 Aural Skills I–IV . . . . .	4
MUS 301, MUS 302, MUS 318 Music History I–III . . . . .	9
MUS 300 World Music . . . . .	3
MUS 215, MUS 315, MUS 316 Conductors’ Workshop I–III . . . . .	6
MUS 216 Arranging Technology . . . . .	1
MSA Applied Lessons . . . . .	6
MSA Major Ensemble . . . . .	4
MSA 313–MSA 316 Half Recital. . . . .	1
MUS 382 Choral Literature . . . . .	1
MUS 384 Instrumental Ensemble Literature . . . . .	1

\* *Must pass piano accompanying proficiency.*

**Education Minor:** A minor in Education requires the completion of EDU201, EDU202, EDU240; PSY144; SPED220; and 9–12 additional credits in EDU, MUE, PED 200+, and/or SPED courses. (See the Education department for the approved list of additional Education courses.) Courses with prerequisites need to be filled before or concurrently with enrollment.

**Education Minor Requirements . . . . . 21–24 Cr.**

EDU 201	Introduction to Teaching . . . . .	3
EDU 202	Introduction to Teaching Clinical . . . . .	0
EDU 240	Educational Psychology . . . . .	3
PSY 144	Human Growth and Development. . . . .	3
SPED 220	Exceptional Learners. . . . .	3
Complete 9–12 additional credits in EDU, MUE, PED 200+, and/or SPED.		

## // ENGLISH

The Waldorf University English major exposes students to a rich variety of literature and writing courses. The literature courses serve to ground students in the meaning and importance of the written word and cover a breadth of genres, time periods, and nationalities. Students also have opportunities in courses of expository and creative writing to practice communicating more effectively to serve a wide variety of purposes with a wide range of readers, including, of course, academic. All courses within the program pay special attention to the art of critical thinking, reading, and writing, thereby preparing English majors to go on to graduate school; to enter English-related fields such as teaching, writing, editing, or publishing; or to work in a traditional business

setting, where they are prized for their ability to think and communicate clearly. Students may choose from two English tracks: English or English Secondary Education.

**English Major:** The English major requires completion of ENG250 or HON107; CWR 201 and one additional Creative Writing course; ENG212, ENG213, ENG470, or ENG415 with a Global Literature topic; ENG320; ENG341, ENG342, ENG351, ENG352; ENG 441; four more electives at the 200 level or above, at least two of which are English and two in English, Creative Writing, Communications, or a related field, with consent of the department chair; and an internship or senior thesis of at least 3.0 semester credits. English 415, Special Topics in English, may be substituted for any of the above course choices when the special topic matches the course category.

**English Education Majors:** See Education for more information.

All English majors except English Secondary Education major must complete a minor in another field (such as Shakespeare, History, Humanities, Theatre, Communications, and so on).

**Minor:** A minor in English requires completion of 21 credits in writing or literature at the 212 level or above or a related field (with consent of advisor). An English major seeking a minor in Creative Writing may apply CWR201, one upper-level Creative Writing course, and two English literature courses toward both the major and the minor. The minor also requires at least three additional courses in Creative Writing in three different genres.

**General Education Core Requirements . . . 40–46 Cr.**

**English Major Requirements . . . . . 42 Cr.**

CWR 201	Introduction to Creative Writing. . . . .	3
ENG 230	Advanced Composition . . . . .	3
ENG 250	Exploring Literature . . . . .	3
	<b>or</b>	
ENG 107	Honors Composition II. . . . .	3
ENG 441	Shakespeare. . . . .	3

*Two American Literature Surveys:*

ENG 341	American Literature to 1865 . . . . .	3
ENG 342	American Literature 1865–Present. . . . .	3

*Two British Surveys:*

ENG 351	British Literature I: Beowulf to 18th Century . . . . .	3
ENG 352	British Literature II: Romantic Era to Contemporary . . . . .	3

*One Global Literature Course:*

ENG 212	Global Literature . . . . .	3
ENG 213	Postcolonial Literature. . . . .	3
ENG 470	Vietnam Era. . . . .	3
ENG 415	Special Topics: Global Literature . . . . .	3

*Electives:*

Two courses that are ENG 200+ . . . . .		6
Two courses that are either ENG, CWR, COM, or related field . . . . .		6

*Thesis/Internship 3+*

ENG 495	Internship	
ENG 499	Senior Thesis	

*t* *Fulfills a General Education Core Requirement*

## FOUNDATIONS OF EDUCATION

The Foundations of Education Bachelor of Arts degree at Waldorf University offers students the opportunity to gain entry into fields requiring a degree. Also, practitioner candidates who elect not to student teach, are not making satisfactory progress, or are not recommended for licensure after completing student teaching, may complete a Foundations of Education B.A. (Approval of Education Department required.)

**Degree Requirements Education Core:** Complete a 40-hour Education Core component, which includes an internship.

**Degree Upper Division Courses:** 40% of all coursework must be at the 300-400 level.

**Grade Requirement:** C- or above must be achieved in all courses in the major.

**GPA:** The B.A. in Foundations of Education would require a minimum cumulative GPA of 2.0.

**Internship:** An internship (typically 2-9 semester credits) must be completed and designed to give the Foundations of Education student practical experience in a field of their choice in a professional setting. The internship needs to be tailored to the student's individual career interests.

## GEOGRAPHY

Courses in geography foster an understanding of the world and the major social and environmental issues that confront us. Geography courses are required for the All Social Science Endorsement of the History Education major. However, geography courses are recommended for all history majors and those interested in a career that requires a comprehension of the world around us.

## GERMAN

Courses in the department seek to develop both communicative competence and cultural awareness. The department assists students in determining their optimum level of entry.

## HEALTH PROFESSIONS

### (Pre-Professional Programs) Guidelines

Waldorf University prepares its students for a life of service. Health professionals provide some of the greatest service to human societies. These guidelines will prepare Waldorf students for application into one of several schools for

health professionals. Generally, because health professionals interact constantly with people, professional schools seek applicants who are well-rounded and have course work in the social sciences, humanities, business, foreign languages, etc., in addition to the courses listed in the programs below. Participation in an activity (e.g., academic club, music, sports, theatre) is also helpful.

Admission into a professional school is highly competitive and difficult to attain. Successful students must demonstrate their competence in these subjects with high grades (typical GPAs of students admitted into professional schools is >3.25; some report a mean GPA of 3.6) and also earn high scores on one of the nationally standardized admissions tests (e.g., MCAT, PCAT).

Students also can strengthen their preparation with additional experiences. Waldorf places a high value on Internships and Undergraduate Research experiences. Acquiring such experiences helps a student learn to apply what he/she has learned in the classroom, demonstrates the student's critical thinking skills to professional schools, and is personally very rewarding for the student.

The programs below are not self-contained majors because they do not include all the other requirements necessary to complete a Bachelor's degree at Waldorf College. Students wishing to complete one of these programs must choose a departmental major (e.g. biology, wellness, psychology) and work with his/her advisor to incorporate the requirements of the program into that department's curriculum.

Admission requirements are not universal among professional schools; the courses listed for each program are listed by different categories that reflect this variation. Before completing their work at Waldorf, students also should check with the specific school to which they want to apply for any variance from the requirements listed below.

### Pre-Chiropractic Guidelines:

Required Courses: BIO120, BIO155, BIO220, BIO340; CHM131, CHM132, CHM241, CHM242; PHY 221, 222; and MTH 201

Recommended Courses: BIO207; WEL350 and WEL390

### Pre-Dentistry Guidelines:

Required Courses: BIO120, BIO220; CHM131, CHM132, CHM241, CHM242; PHY 221, PHY222; MTH201; and PSY111

Additional Required by Some Schools: BIO330, BIO440; and MTH203

Recommended Courses: BIO207, BIO340, and BIO372

### Pre-Medicine Guidelines:

Required Courses: BIO120, BIO220, BIO350, BIO352; CHM131, CHM132, CHM241, CHM242; PHY 221, PHY222; MTH201; and PSY111

Additional Required by Some Schools: MTH203

Recommended Courses: BIO207, BIO222, BIO330, BIO332, BIO340, BIO372, BIO440, BIO442; and PSY322

### Pre-Pharmacy Guidelines:

Required Courses: BIO120, BIO220, BIO330, BIO340, BIO350, BIO352; CHM131, CHM132, CHM241, CHM242; MTH201, MTH203; PSY111, and PSY322

Recommended Courses: BIO207, BIO222

**Pre-Physical Therapy Guidelines:**

Required Courses: BIO120, BIO220, BIO350, BIO352; CHM131, CHM132; PHY221, PHY222; MTH201; PSY111, and PSY144

Additional Required by Some Schools: MTH203 and PSY322

Recommended Courses: BIO207; WEL350, WEL360, WEL390, and WEL405

**Pre-Physician Assistant Guidelines:**

Required Courses: BIO120, BIO220, BIO350, BIO352; CHM131, CHM132, CHM241, CHM242; PHY221, PHY222; MTH201; and PSY111

Recommended Courses: BIO207, BIO222, BIO330, BIO332, BIO340, BIO372, BIO440, BIO442; MTH103; PSY144 and PSY322

**Pre-Veterinary Medicine Guidelines:**

Required Courses: BIO120, BIO220, BIO330, BIO332; CHM131, CHM132, CHM241, CHM242; PHY221, and PHY222

Additional Required by Some Schools: BIO340 and MTH203

Recommended Courses: BIO222, BIO350, BIO352, BIO372; MTH201; and PSY111

// HISTORY

The study of history is based on developing familiarity with a broad base of information from a wide variety of sources. It provides a view of the past and its many interpretations to provide an informed perspective for present and future political, economic, scientific, cultural, and social activity through reading and research in written records. History courses help prepare students for a wide variety of careers in research, education, law, government, executive management, journalism, park service, military service, law enforcement, diplomacy, religion, banking, lobbying, and museum curatorship. One history course is required of all students seeking a degree from Waldorf.

Students seeking a bachelor's degree in History may choose from three history tracks: History, History Political Science, and History Education. All history majors, except for History Education majors, must designate a minor as part of their liberal arts experience at Waldorf. In the absence of another designated minor, history majors must complete the Humanities minor (see the Humanities section of this catalog for a description of the minor).

**Major:** The Bachelor of Arts in History major will take three of the four World History survey courses (HIS110, HIS120, HIS161, and HIS171), both of the United States History surveys (HIS201 and HIS202) and Methods of History (HIS210). Majors are also required to take four upper-level 300+ history courses, three one credit topical history seminars (HIS 499) and complete either a six hour internship or senior

thesis. Students intending to go on to graduate study are strongly encouraged to select the thesis option.

The Bachelor of Arts in History/Political Science major will choose one of the sequence of four World History courses (HIS110, HIS120, HIS161 and HIS171), both of the United States History sequence (HIS201 and HIS202) and Methods of History 210, American Government (POL 112) and three seminars (HIS 499). In addition, the political science history major will take POL/COM204 or POL/COM422, as well as four additional upper-division POL courses though one upper-division HIS can be used as a substitute. These majors are also encourage to take geography or economics courses. An internship of six credit hours or six hours of a thesis is required (see traditional history major requirements for department recommendation).

**History Education Majors:** See Education for more information.

Advanced placement high school courses will be considered in lieu of department requirements, including Language, on an individual basis.

**Minor:** A minor in History require completion of 21 credit hours; two of HIS110, HIS120, HIS161, or HIS171; either HIS201 or HIS202; three 300+ level HIS courses; and a POL elective.

A minimum grade of C- is required of all Geography, History, or Political Science courses in order to receive credit towards the major or minor.

**Suggested Curriculum**

While the bachelor's degree in History (except History Education) is not a block program and does not demand sequential courses, the History program at Waldorf College does seek to systematically promote the development of skills in critical thinking, reading, writing, and undergraduate research. The Department of History has organized its courses to systematically promote the development of these skills. Students should remember that the different levels of courses focus on different skills in a manner intended to help them build and develop these essential skills and that classes at higher levels will begin with the assumption that students have mastered the skills taught at lower levels. Majors are encouraged to complete their general education, lower-level requirements as soon as possible. Whenever possible, all history majors are required to take HIS 210 Introduction to Historical Methods during the all of their sophomore year. History Education majors should consult Education requirements for prerequisites and sequence planning. Students should coordinate their enrollment with their advisor and the Registrar.

**Sequence of Courses**

100 Level Courses—Focus on the study of development of human civilization around the world. Particular emphasis will be placed on developing the skills of identifying, selecting, and critically reading appropriate secondary sources of historical information.

200 Level Courses—Focus on the study of development of the United States from its pre-colonial foundations to the present. Particular emphasis will be placed on introducing the skills of analytical writing for history. HIS 210 Introduction to Historical Methods—Brings together the skills of identifying and selecting sources, critically reading, researching, and writing for history in preparation for more advanced undergraduate research projects. Required of all History Majors, whenever possible, in the fall semester of their sophomore year.

300 Level Courses—Focus on the study of specific and defined topics in history by concentrating on Historiography: the development of historical interpretations. Emphasis will be placed on the promotion and practice of the skills of historical study through research and writing.

400 Level Courses—Focus on the study of specific and defined topics in history. Emphasis will be placed on the application and practice of the skills of history.

**General Education Core Requirements . . .40–46 Cr.**

**History Major Requirements . . . . .12–13 Cr.**

HIS 201	U.S. History to 1877 . . . . .	3
HIS 202	U.S. History since 1877 . . . . .	3
HIS 210	Methods of History . . . . .	3
HIS 999	History Seminar . . . . .	6

**History Track Requirements . . . . .24 Cr.**

Three courses from the following:

HIS 110†	Ancient World . . . . .	3
HIS 120†	Medieval World . . . . .	3
HIS 161†	Modern World . . . . .	3
HIS 171†	Contemporary World . . . . .	3

Five courses from the following\*:

HIS 300	History of the Northern Plains . . . . .	3
HIS 310	Ancient Greece . . . . .	3
HIS 315	Early Church History . . . . .	3
HIS 320	Roman Republic and Empire . . . . .	3
HIS 335	Medieval Europe . . . . .	3
HIS 336	Introduction to Muslim World . . . . .	3
HIS 355†	Modern Africa . . . . .	3
HIS 360†	Modern Latin America . . . . .	3
HIS 361	American Women’s History . . . . .	3
HIS 362	U.S. Foreign Policy . . . . .	3
HIS 363	African American History . . . . .	3
HIS 364	American Environmental History . . . . .	3
HIS 405	Colonial Revolutionary America . . . . .	3
HIS 417	American Civil War . . . . .	3
HIS 418	Modern American Presidency . . . . .	3
HIS 420	Contemporary America . . . . .	3
HIS 422	The Vikings . . . . .	3
HIS 427	Medieval England . . . . .	3
HIS 430	British Empire . . . . .	3
HIS 435	Modern Britain . . . . .	3
HIS 440†	Modern Germany . . . . .	3
HIS 460	The Great War . . . . .	3
HIS 462	FDR: Depression and War . . . . .	3
HIS 465	World War II . . . . .	3
HIS 470	Vietnam Era . . . . .	3

HIS 471	From the Beats to the Beatles . . . . .	3
HIS 475	Special Topics . . . . .	3

Six credits from the following:

HIS 495	Internship . . . . .	6
HIS 496	Senior Thesis Research . . . . .	3
HIS 497	Senior Thesis Writing . . . . .	3

**Political Science Track Requirements . . . . .30 Cr.**

HIS 499	History Seminar . . . . .	6
POL 112	American Government . . . . .	3

One course from the following:

HIS 110†	Ancient World . . . . .	3
HIS 120†	Medieval World . . . . .	3
HIS 161†	Modern World . . . . .	3
HIS 171†	Contemporary World . . . . .	3

One course from the following:

POL 204	Introduction to Public Relations . . . . .	3
POL 422	Public Relation Skills . . . . .	3

Six credits from the following:

POL 495	Internship . . . . .	6
POL 496	Senior Thesis Research . . . . .	3
POL 497	Senior Thesis Writing . . . . .	3

Four upper-division POL courses are also required (one upper-division HIS course can be substituted):

POL 300	Argumentation and Debate . . . . .	3
POL 320†	Modern Global Issues . . . . .	3
POL 330	Comparative Government . . . . .	3
POL 362	U.S. Foreign Policy . . . . .	3
POL 410	American Law . . . . .	3
POL 418	Modern American Presidency . . . . .	3
POL 422	Public Relations Skills . . . . .	3
POL 462	FDR: Depression and War . . . . .	3
POL 475	Special Topics . . . . .	3

**History Minor Requirements . . . . .21 Cr.**

Two courses from the following:

HIS 110†	Ancient World . . . . .	3
HIS 120†	Medieval World . . . . .	3
HIS 161†	Modern World . . . . .	3
HIS 171†	Contemporary World . . . . .	3

One course from the following:

HIS 201	U.S. History to 1877 . . . . .	3
HIS 202	U.S. History Since 1877 . . . . .	3

Three HIS 300+ courses.  
One POL elective.

† Fulfills a General Education Core Requirement  
\* May be waived if completed four years of high school foreign language

**HONORS**

The Honors College provides challenging programs that serve the needs of the motivated and academically successful student. It offers honors courses, honors sections of regular courses, special seminars, independent research opportunities, trips to regional cultural events, and study abroad experiences. Incoming students with a GPA of 3.5 and/or an ACT score of 24 are invited to join the Honors

College. Students who do not meet the stated scores, but are interested in joining the Honors College are encouraged to contact the Director of the Honors College. Honors College members are eligible to take any honors courses offered at Waldorf without prior approval. A student who is not a member of the Honors College may take honors courses if the student has at least a 3.0 cumulative GPA and has permission of the instructor and the Director of the Honors College.

Students are welcome to take Honors courses without pursuing full Waldorf Scholar status. However, to be designated as a Waldorf Scholar and graduate with Honors, you should complete each of the following courses with a final grade of a B or above and maintain a GPA of 3.5 or above. Transfers' list of required courses will be modified (in consultation with the Director) according to their year in school. Juniors and Seniors in the top 10% of their class will be eligible for induction into the Alpha Chi Honor Society.

HON106	Honors Composition I ( <i>may be used as ENG120 and ENG121 equivalent</i> ) . . . . .	3
HON107	Honors Composition II ( <i>may be used for General Education literature requirement</i> ) . . . . .	3
HON200	Honors Philosophy . . . . .	3
HON205H	Honors Contemporary Ethical Issues ( <i>may be used as 200+ Religion Elective</i> ) . . . . .	3
<i>THREE Honors Colloquium courses:</i>		
HON279	Colloquium I ( <i>different topics each year; may be taken more than once</i> ) . . . . .	1
HON289	Colloquium II . . . . .	1
HON399	Honors World Trip . . . . .	1
HON499	Honors Thesis ( <i>Inquirere</i> ) ( <i>Fall 1, Spring 1</i> ) . . . . .	2

## // HUMANITIES

The Department of Humanities strives to offer each student an understanding and appreciation of Fine Arts (Music, Visual Art, Theatre,) Literature and Writing, Religion and Philosophy, and History by focusing on the development of critical thinking, writing, and research skills through the offering and exploration of a broad liberal arts education.

**Minor:** A Humanities minor (21-23 credits) requires the completion of HUM300, and five additional courses from the different disciplines listed above for the Humanities major. If the student's major is within the Humanities (e.g. English or History), then the minor cannot include courses from that department.

### Humanities Minor Requirements . . . . . 21–23 Cr.

HUM 300	Investigation in the Humanities . . . . .	3
Six courses from ART, MUS, THE, ENG, CWR, REL, PHL, or HIS. Courses in a student's major cannot count toward these six courses.		

† Fulfills a General Education Core Requirement

## // LEGAL PROFESSIONS

Waldorf University prepares its students for a life of service through a wide variety of professions. One opportunity to serve which many students pursue is through the legal profession. Law Schools do not require a pre-law degree for admissions to their programs. What really matters in Law School admissions is overall academic accomplishments in a rigorous program, grades on the Law School Admissions Test (LSAT), written recommendations and a personal statement. Students interested in pursuing a degree and career in the legal profession are advised to major in any discipline that interests them and will challenge them academically. In general it is advisable to take courses which promote logical thinking (Math and Science); critical reasoning, overall literacy and written and oral communications skills (Humanities) and emphasize social institutions (Sociology, Psychology and Business).

Admissions into law school is highly competitive and difficult to attain. Successful students must demonstrate their competence with high grades and also earn high scores on the LSAT. Students also can strengthen their preparation with additional experiences. Waldorf places a high value on internships and undergraduate research experiences. Acquiring such experiences helps a student learn to apply what he/she has learned in the classroom, demonstrate the student's critical thinking skills, and is personally very rewarding for the student.

For students interested in preparing for law school Waldorf University offers a Pre-Law Track to be taken in conjunction with any academic major. The program is not itself a major because it does not include all the other requirements necessary to complete a Bachelor's degree at Waldorf College. Students wishing to complete the program must choose a departmental major and work with his/her advisor to incorporate the requirements of the program into that department's curriculum.

### Pre-Law Guidelines:

Required Courses: POL112, POL410; REL205; 6 hours of internship within the legal profession, and two of the following six sequences: BUS410 and COM441; ECO251 and ECO252; MTH101 and MTH203; SOC221 and SOC222; PHL271 and PHL 272; or PHY221 and PHY222.

## // MATHEMATICS

The Department of Mathematics strives to develop in each student an understanding and appreciation of the methods and techniques of mathematics and the ability to use these skills in relevant application problem solving. A graduation requirement for all students seeking a degree is the completion of at least one course in mathematics numbered MTH 101 or above.

The Department of Mathematics offers an Elementary Math Endorsement, a 5–12 Math Endorsement, and a Math Minor.

**Math Education Majors:** See Education Section for more information.

**Minor:** A minor in Mathematics requires completion of 24 credits including MTH203, MTH204, MTH300, MTH330, MTH340, and MTH201 or CIS130.

**Mathematics Minor Requirements . . . . . 24 Cr.**

MTH 203†	Calculus I . . . . .	4
MTH 204†	Calculus II . . . . .	4
MTH 300†	Discrete Mathematics . . . . .	4
MTH 330†	Linear Algebra. . . . .	4
MTH 340†	Classical and Modern Geometry. . . . .	4

*One course from the following:*

MTH 201†	Elementary Statistics. . . . .	4
CIS 130	Programming Fundamentals. . . . .	3

**MUSIC**

The mission of the music department is:

1. To offer an undergraduate music program in a liberal arts setting which serves both the student majoring in music as well as the non-major with an interest in growing musically.
2. To cultivate an atmosphere of musical integrity in which the future music professional's ability to work and think in their field is fully developed.
3. To maintain a teaching faculty that models personal and professional integrity, and is committed to students as whole persons—encouraging and supporting them while demanding their very best.
4. To foster an environment for performance and learning which is essentially Christian, including Godly stewardship of time, ability and talent, the creation of a supportive family of goodwill and congeniality, and encouragement of healthy competition.
5. To provide the necessary pre-professional development of the most talented students while providing ample opportunity to those who demonstrate ability and desire, but who commence collegiate studies with less sophisticated performance experience and musical background.
6. To prepare students not only for the profession of music, but also for life-long learning, service to church and community, and enjoyment of their abilities at home.

**The Music Major**

Students seeking a Bachelor's degree in music may choose:

- // Music Major with a choice of emphases: Vocal Performance, Instrumental Performance, Piano Performance, or Church Music

// Music Education Major which leads to K–12 licensure in the State of Iowa

// Arts Management Major

All Bachelor's degrees in music require completion of the Waldorf Core Curriculum. Music Education majors must fulfill the Social Science requirement (VII) with EDU120 and PSY144, and the upper level Religion requirement (III) with REL400.

The Music Major requires a minor in a second academic area. The Humanities Minor and Theatre Minor are designed to complete the Music Major. It is required for the Vocal Performance Emphasis and highly recommended for the others.

All music majors who have not passed the piano proficiency exam are required to study piano. Whether it is in piano class or in applied lessons is at the discretion of the music department.

**General Education Core Requirements . . 40-46 Cr.**

**Music Core for All Performance Emphasis, Church Music Emphasis and Music Education. . . 41 credits**

MUS 101	Theory I . . . . .	3
MUS 102	Theory II. . . . .	3
MUS 103	Aural Skills I . . . . .	1
MUS 104	Aural Skills II. . . . .	1
MUS 201	Theory III . . . . .	3
MUS 202	Theory IV . . . . .	3
MUS 203	Aural Skills III . . . . .	1
MUS 204	Aural Skills IV . . . . .	1
MUS 215	Conductor's Workshop . . . . .	2
MUS 216	Music Arranging/Music Technology . . . . .	1
MUS 300	World Music . . . . .	3
MUS 301	Music History I . . . . .	3
MUS 302	Music History II . . . . .	3
MUS 318	Music History III . . . . .	3
MSA	Applied Lessons. . . . .	6
MSA	Major Ensembles . . . . .	4

*Students must also pass the Piano Proficiency Exam.*

**Vocal Performance Requirements . . . . . 23-24 Cr.**

MUS 111	Diction for Singers I . . . . .	1
MUS 211	Diction for Singers II. . . . .	1
MUS 311	Diction for Singers III . . . . .	1
MUS 315	Conductor's Workshop II . . . . .	2
MUS 382	Seminar: Choral Literature. . . . .	1
MUS 420	Vocal Literature . . . . .	2
MSA	Additional Applied Lessons . . . . .	6
MSA 313	Half Recital, Voice . . . . .	1
MSA 413	Full Recital, Voice . . . . .	2
THR 132	Acting I . . . . .	3

*One course from the following:*

GER 101–102†	Elementary German . . . . .	4
GER 201–202†	Intermediate German . . . . .	3

*An academic minor is also required. A humanities minor or theatre minor is recommended.*

**Instrumental Performance Requirements . . . 18 Cr.**

MUS 315	Conductor's Workshop II . . . . .	2
MUS 316	Conductor's Workshop III . . . . .	2
MUS 384	Seminar: Instrumental Ensemble Literature . . . . .	1
MSA	Additional Applied Lessons . . . . .	8
MUS 422	Instrumental Repertoire ( <i>guided study</i> ) . . . . .	2
MSA 316	Half Recital, Instrumental . . . . .	1
MSA 416	Full Recital, Instrumental . . . . .	2

An academic minor is also required. A humanities minor is recommended.

**Keyboard Performance Requirements. . . . . 19 Cr.**

MSA 225	Collaborative Piano . . . . .	2
MUS 315	Conductor's Workshop II . . . . .	2
MUS 316	Conductor's Workshop III . . . . .	2
MUS 421	Piano Literature ( <i>guided study</i> ) . . . . .	2
MSA	Additional Applied Lessons . . . . .	8
MSA 314	Half Recital, Piano . . . . .	1
MSA 414	Full Recital, Piano . . . . .	2

An academic minor is also required. A humanities minor is recommended.

**Church Music Requirements . . . . . 20–23 Cr.**

MUS 315	Conductor's Workshop II . . . . .	2
MUS 330	Music and Worship and the Lutheran Tradition. . . . .	3
MUS 382	Seminar: Choral Literature. . . . .	1
MSA	Additional Applied Lessons . . . . .	4
MSA 313–316	Half Recital . . . . .	1
MUS 430	Church Music Practicum and Internship 6–9	

One course from the following:  
 SPE 111† Essentials of Public Speaking . . . . . 3  
 THR 132† Acting I . . . . . 3

A religion minor is also required.

**Music Education Majors:** See Education section for more information.

**Arts Management Requirements . . . . . 65–68 Cr.**

BUS 101	Principles of Accounting. . . . .	4
BUS 310	Principles of Management. . . . .	4
BUS 313	Marketing Management . . . . .	4
BUS 321	Organizational Theory and Behavior. . . . .	4
BUS 412	Human Resources Management. . . . .	4
BUS151	Computer Applications . . . . .	3
MSA	Applied Lessons ( <i>one discipline</i> ) . . . . .	6
MSA	Major Ensembles . . . . .	4
MUS 101	Theory I . . . . .	3
MUS 102	Theory II. . . . .	3
MUS 103	Aural Skills I. . . . .	1
MUS 104	Aural Skills II. . . . .	1
MUS 300	World Music . . . . .	3
MUS 301	Music History I . . . . .	3
MUS 302	Music History II . . . . .	3
MUS 318	Music History III . . . . .	3
MUS 215	Conductor's Workshop I. . . . .	3
MUS 434	Arts Management Practicum and Internship. . . . .	6–9

One course from the following:

SPE 111†	Essentials of Public Speaking . . . . .	3
THR 132†	Acting I . . . . .	3

The Art Management track does not need to complete the Music Core.

**Music Minor Requirements . . . . . 21 Cr.**

MUS 101	Theory I . . . . .	3
MUS 102	Theory II. . . . .	3
MUS 103	Aural Skills I. . . . .	1
MUS 104	Aural Skills II. . . . .	1
MUS	Electives. . . . .	6
MSA	Applied Lessons ( <i>80s level, one discipline</i> ) . . . . .	2
MSA	Major Ensembles . . . . .	2

One course from the following:

MUS 301	Music History I . . . . .	3
MUS 302	Music History II . . . . .	3
MUS 318	Music History III. . . . .	3

† Fulfills a General Education Core Requirement

// PHILOSOPHY

Philosophy courses at Waldorf engage students in a study of the meaning and values of life in an effort to assist them in the development of their own reason for living.

// PHYSICAL EDUCATION, HEALTH, AND RECREATION

The Department of Physical Education offers a K–12 Physical Education Endorsement. The Department also offers supporting coursework for other majors and required coursework for all students planning to earn a degree from Waldorf.

For students pursuing a degree from Waldorf there is a one-credit physical education activities requirement which consists of two different half-credit lifetime activity courses. (Credit for varsity athletics does not meet this requirement.)

Coaching authorization for various states may be obtained by taking the following four courses: PED251, PED272; PED271 or BIO155; and PSY144. PED170 is strongly recommended. For more information regarding Iowa's Coaching Authorization, you may contact them at [www.iahsaa.org/information/coaches](http://www.iahsaa.org/information/coaches)

**Physical Education (K–12) Majors:** See Education for more information.

// PHYSICS

The aims of physical science and physics courses are to explain and develop an appreciation for basic concepts and principles, to develop skills in problem solving and laboratory measurement, and to develop in the student an

understanding of contemporary scientific issues. Non-science majors can take PHY151 Physical Science to satisfy the Core Curriculum requirement.

## POLITICAL SCIENCE

Courses in political science encourage responsible citizenship and are especially recommended for those entering a career in law, public administration, law enforcement, civil service, or teaching. A political science history major is available with a listing of required course work in the History section of the catalog.

**Minor:** The Political Science minor requires completion of: POL 112, HIS 201, HIS 202 and 12–15 credits of political science electives selected from the remaining political science course offerings. Students may substitute CRJ360 and CRJ395 as political science electives.

## PSYCHOLOGY

Psychology is the study of behavior and mental processes and is traditionally a popular field of study. By the very nature of the profession, psychology is a service vocation. This fits well with Waldorf’s mission of preparing students for “lives of service.” A Bachelor of Arts degree in psychology prepares students to be well-rounded, educated individuals as it reflects many of the goals of a liberal arts education by providing a knowledge base, thinking skills, analytical reasoning, interpersonal skills, and ethical values. Psychology majors are prepared to pursue graduate and professional programs in psychology, where they could further specialize in a variety of areas in psychology including clinical, experimental, developmental, social, cognitive, human factors, sports, industrial/organizational, health, and forensics. They are also prepared for further education in areas such as medicine, law, social work, nursing, and ministry.

Some psychology majors directly enter the job market in positions related to psychology, including case managers, childcare workers, corrections or parole officers, mental health technicians, political campaign workers, public relations specialists, and social services workers. Others with Bachelor’s degrees find positions in jobs that at first glance do not seem directly related to psychology, such as advertising agents, college admissions officers, congressional aides, customer service representatives, human resources workers, law enforcement officers, insurance agents, marketing researchers, restaurant managers, public relations experts, and loan officers.

Given the vast array of career opportunities, students may find that psychology is a good complement to a number of other majors or minors offered at Waldorf, such as business, communications, criminal justice, education, wellness, humanities, history-political science, English, and theatre.

**Major:** The Psychology major requires the completion of 46.5 total credits consisting of foundations (I), core content (II), and elective (III) courses. I. All students must complete PSY 100; 111; 360; 361; 401 and MTH 201. II. Students must choose 1 course from four of the five core content areas: Developmental Psychology (PSY 144); Social Psychology (PSY 222 or PSY 232); Cognitive Psychology (PSY 311 or PSY 310); Biological Psychology (PSY 230 or PSY 331); Individual Differences (PSY 320 or PSY 322). III. Students must take 18 credits of psychology electives, selecting from those not being used to satisfy area II and the remaining psychology course offerings. Note: Students may apply up to 6 total credits combined of 495/496. Any additional credits in these courses would be considered general electives and not part of the major.

**Double Major:** Many psychology students choose to double major in related fields to pair with their psychology degree (e.g. criminal justice, biology, wellness, etc.). Students who wish to double major must complete the required courses for both majors with 15 credits in each major not being applied to the other major.

**Minor:** The Psychology minor requires completion of: PSY 111; 360; MTH 201 and 12 credits of psychology electives selected from the remaining psychology course offerings.

### General Education Core Requirements . . . 40–46 Cr.

### Psychology Major Requirements . . . . . 46.5 Cr.

- I. *The following foundation courses are required:*
  - MTH 201† Elementary Statistics. . . . . 4
  - PSY 100 Orientation to Psychology . . . . . 0.5
  - PSY 111† General Psychology . . . . . 3
  - PSY 360† Introduction to Research Methods. . . . . 3
  - PSY 361† Advanced Research Methods . . . . . 4
  - PSY 401 Senior Capstone. . . . . 2
- II. *Select one course from four of the following areas:*
  - A. **Lifespan Development**
    - PSY 144† Human Growth & Development. . . . . 3
  - B. **Social Psychology**
    - PSY 222† Social Psychology . . . . . 3
    - PSY 232† Close Relationships . . . . . 3
  - C. **Cognitive Psychology**
    - PSY 311† Cognitive Psychology . . . . . 3
    - PSY 310† Principles of Learning . . . . . 3
  - D. **Biological Psychology**
    - PSY 230† Biological Psychology . . . . . 3
    - PSY 331† Sensation and Perception . . . . . 3
  - E. **Individual Differences**
    - PSY 322† Abnormal Psychology . . . . . 3
    - PSY 320† Theories of Personality . . . . . 3
- III. **PSY Electives. . . . . 18**

### Psychology Minor Requirements . . . . . 22 Cr.

- MTH 201† Elementary Statistics. . . . . 4
- PSY 111† General Psychology . . . . . 3

PSY 360†	Introduction to Research Methods . . . . .	3
PSY	Electives . . . . .	12

† *Fulfills a General Education Core Requirement*

## // RELIGION

The Religion Department plays a central role in the Liberal Arts education offered by Waldorf University. The department challenges students to think and see life and the world in new ways as well as to consider the deepest questions of purpose and meaning. Finally, the department asks each student to deeply consider why he or she is on this earth. No student at Waldorf is allowed to avoid these questions.

A Religion minor can accompany any major offered by the college and may give the student a larger perspective in which to understand life, one's work, and how one approaches one's work. In a world where the demand for non-ordained church workers is rapidly growing, a religion minor will provide a foundation for those students who may be seeking to work for the church in a non-ordained capacity. The Religion minor will also do much to help those students who are preparing for seminary and advanced academic work in religion. Refer to the Church Professions section of the catalog for the list of suggested courses for Pre-Seminary. A minor in Religion requires the completion of 21 credit hours in Religion and Philosophy, including REL103; minimum of one course from Historical/Theological (REL206, REL336, PHL271, or PHL272) and minimum of one course from Applied (REL205, REL330, REL400, REL435, or REL450). Religion minors are strongly encouraged to seek foreign language opportunities.

### Religion Minor Requirements . . . . . 21 Cr.

REL 103†	Introduction to Biblical Literature . . . . .	3
<i>One course from the following:</i>		
REL 206	World Religions . . . . .	3
REL 336	Introduction to the Muslim World . . . . .	3
PHL 271	Philosophical Ethics . . . . .	3
PHL 272	Introduction to Philosophy . . . . .	3
<i>One course from the following:</i>		
REL 205	Contemporary Ethical Issues . . . . .	3
REL 330†	Music and Worship and the Lutheran Tradition . . . . .	3
REL 400†	Ethics and Religion Diversity in Public and Private Education . . . . .	3
REL 435†	Religion and Career Values . . . . .	4
REL 450†	Religion and the Arts . . . . .	3

† *Fulfills a General Education Core Requirement*

## // SOCIOLOGY

Sociology is the scientific study of human social life introducing students to a better understanding of the social world and how human beings come to think and act as they do. Sociology courses support the core curriculum by

providing insight and analysis into the workings of society, the family, and the legal system.

## // SPANISH

Courses in the Spanish department seek to develop both communicative competence and cultural awareness. The department assists students in determining their optimum level of entry. The Spanish minor requires completion of 21 semester credit hours (or equivalent) which includes SPN101, SPN102, SPN201, SPN202, SPN203, SPN204 and SPN450.

### Spanish Minor Requirements . . . . . 21 Cr.

SPN 101	Elementary Spanish . . . . .	4
SPN 102	Elementary Spanish . . . . .	4
SPN 201	Intermediate Spanish . . . . .	3
SPN 202	Intermediate Spanish . . . . .	3
SPN 203	Intermediate Spanish Conversation . . . . .	3
SPN 204	Intermediate Spanish Conversation . . . . .	3
SPN 450	Capstone . . . . .	1

## // SPEECH

Competence in oral communication is the primary objective of speech course offerings. They are an appropriate component for consideration in nearly every curriculum.

## // SPORT MANAGEMENT (A.A. / B.A.)

The Bachelor of Arts (B.A.) in Sport Management degree offered at Waldorf University will include the general education curriculum, a significant portion of the Waldorf Business major, eight 3-credit sport management courses and an 8-credit internship. The Sport Management major allows students, sport fans, and athletes to become more involved in managing sports. The information and skills students will develop in this field of study will prepare them for jobs in sport-related industries. Career opportunities include athletic directors, sport facilities managers, sport information directors, sport front office administrators, and sport communications directors.

**Major (B.A.):** The BA in Sport Management major requires completion of SMT270, SMT280, SMT390, SMT400, SMT410, SMT420, SMT430, SMT433, SMT495; BUS 220, BUS300, BUS322, BUS326, BUS330, BUS340, BUS344, BUS425; ECO251 or ECO252; MTH201; PED230; and PSY224 or SMT280.

**Major (A.A.):** The AA in Sport Management requires the completion of the general education core curriculum and 15 hours of specific courses including BUS131 Introduction to Business, ECO251 Macroeconomics, SMT280 Sport Public Relations and Promotions, and PSY224 Sports Psychology or PED252 History and Principles of Sport, Physical Education and Fitness.

**Minor:** A minor in Sport Management requires completion of 22 credits including BUS220, BUS310; ECO251; SMT410; and three of the following courses: SMT270, SMT280, SMT390, SMT400, SMT420, or SMT430.

**General Education Core Requirements . . . 40–46 Cr.**

**Sport Management Major Requirements . . . 67 Cr.**

BUS 220	Principles of Accounting. . . . .	4
BUS 300	Principles of Management. . . . .	3
BUS 322	Marketing. . . . .	3
BUS 326	Organizational Theory and Behavior. . . . .	3
BUS 330	Business Communications. . . . .	3
BUS 340†	International Business. . . . .	3
BUS 344	Consumer Behavior. . . . .	3
BUS 425	Human Resources Management. . . . .	3
ECO 251†	Macroeconomics. . . . .	3
	<b>or</b>	
ECO 252†	Microeconomics. . . . .	3
MTH 201†	Elementary Statistics. . . . .	4
PED 230	History and Principles of Sport, Physical Education and Fitness. . . . .	3
SMT 270	Sociology of Sport. . . . .	3
SMT 280	Sport Public Relations and Promotions. . . . .	3
	<b>or</b>	
PED 224	Sports Psychology. . . . .	3
SMT 390	Sport Fund Raising. . . . .	3
SMT 400	Sport Facilities. . . . .	3
SMT 410	Sport Administration. . . . .	3
SMT 420	Sport Financing. . . . .	3
SMT 430	Sport Legal Liability and Risk Management. . . . .	3
SMT 433	Senior Seminar in Sport Management. . . . .	3
SMT 495	Sports Management Internship. . . . .	8

**Sport Management Minor Requirements . . . 22 Cr.**

BUS 220	Principles of Accounting. . . . .	4
BUS 300	Principles of Management. . . . .	3
ECO 251†	Macroeconomics. . . . .	3
SMT 410	Sport Administration. . . . .	3

Three courses from the following:

SMT 270	Sociology of Sport. . . . .	3
SMT 280	Sport Public Relations and Promotions. . . . .	3
SMT 390	Sport Fund Raising. . . . .	3
SMT 400	Sport Facilities. . . . .	3
SMT 420	Sport Financing. . . . .	3
SMT 430	Sport Legal Liability and Risk Management. . . . .	3

† Fulfills a General Education Core Requirement

## // THEATRE ARTS

The mission of the Department of Theatre is to prepare our graduates with hands-on experience, a thorough academic foundation, and exploration of the concept of the theatre student as both a being of spirituality and reason for successful careers and fulfilling lives of service through the expression, teaching, producing, and advancing the vocation

of theatre not only as an art form, but as a continuation of articulating the human condition.

The Department of Theatre offers majors in Theatre Arts with an emphasis in one of the five tracks (Acting/Directing, Design/Technology, Playwriting, Generalist/Scholarship, and Musical Theatre) leading to a Bachelor of Arts degree and Theatre/Speech Education major leading to a Bachelor of Science degree. Also offered are a minor program and concentration within the Humanities and Elementary Education major programs. Courses are open to all students meeting prerequisites and THR 132, Acting I fulfills the college’s core requirement speech designation. The curriculum is grounded by a strong general humanities focus and many courses attempt to connect with the production season.

**Major:** All tracks of the Theatre major except Musical Theatre require completion of 8 Theatre Practica core; THR132; THR300; two courses from THR315, THR320, or THR330; THR385; THR400; THR450; and THR495. In addition to the core, all theatre majors must complete one of three tracks listed below.

**Design** track are THR140; THR146; two courses from THR242, THR360, THR361, or THR362; THR341; one course from THR460, THR461, or THR462.

**Performance** track are two courses from THR140; THR146; THR232; THR241; THR301; THR332; THR341; THR360; THR361; or THR362.

**Playwriting** track are THR200; THR232; THR301; THR332; and one repeated playwriting course.

**Scholarship** track are two courses from THR140, THR146, or THR242; two courses from THR200, THR232, THR301, THR332, THR340, THR415; and one history course.

**Musical Theatre** track are 8 hours of MSA183; 6 hours of MSA184; MSA313, MSA413; MUS101, MUS102, MUS103, MUS104, MUS111; THR132, THR146, THR300, THR325, THR333, THR450, and THR495; and must pass piano proficiency.

All theatre majors, except Theatre Education majors, must complete the Humanities minor. (See the Humanities section of this catalog for a description of the minor.)

**Minor:** A minor in Theatre requires completion of 24 credits including six Theatre Practica; THR132; THR140; THR146; THR300; THR385; one course from THR315, THR320, THR330; and one theatre elective course.

### Shakespeare Minor

The Waldorf University Theatre Department offers a Shakespeare minor in cooperation with the History and English Departments. Students in the Shakespeare minor take an array of courses in classical acting, Elizabethan history, original staging, etc., and work with Waldorf’s annual Shakespeare play each fall. Students who successfully complete the minor and receive necessary faculty recommendations are granted entry into the Mary Baldwin College Master of Letters (M.Litt) and Master of

Fine Arts program in Shakespeare and Renaissance Literature Performance.

The courses required for the Shakespeare minor are ENG335; HIS120 or THR415; HIS335; THR320; THR332; THR400; THR498; eight Theatre Practica, three of which must be from a Shakespeare production.

Theatre majors and minors are required to adhere to the department policies regarding portfolio review, capstone, internships, and advancement within the program. These policies are available in the current Theatre Department Handbook.

**General Education Core Requirements . . .40–46 Cr.**

**Theatre Core Requirements . . . . .33 Cr.**

THR 132	Acting I . . . . .	3
THR 300	Directing I. . . . .	3
THR 385	Playwriting . . . . .	3
THR 400	Theatre Company . . . . .	3
THR 450	Theatre Capstone . . . . .	3
THR 495	Theatre Internship. . . . .	9
THR 280/380/480	Practica Core . . . . .	8

*Two courses from the following:*

THR 315	Classical Theatre . . . . .	3
THR 320	Elizabethan and Restoration Theatre . . . . .	3
THR 330	American Musical Theatre. . . . .	3

**Design Track Requirements . . . . .18 Cr.**

THR 140	Introduction to Stagecraft . . . . .	3
THR 146	Introduction to Theatrical Design . . . . .	3
THR 341	Special Topics in Theatre Design . . . . .	3

*Two courses from the following:*

THR 242	Stage Management . . . . .	3
THR 360	Scenic & Properties Design I . . . . .	3
THR 361	Lighting Design I . . . . .	3
THR 362	Costume Design I . . . . .	3

*One course from the following:*

THR 460	Scenic Design II . . . . .	3
THR 461	Lighting Design II . . . . .	3
THR 462	Costume Design II. . . . .	3

**Performance Track Requirements . . . . .15 Cr.**

*Three courses from the following:*

THR 146	Introduction to Theatrical Design . . . . .	3
THR 241	Stage Management . . . . .	3
THR 341	Special Topics in Theatre Design . . . . .	3
THR 360	Scenic & Properties Design I . . . . .	3
THR 361	Lighting Design I . . . . .	3
THR 362	Costume Design I . . . . .	3

*Two courses from the following:*

THR 232	Acting II . . . . .	3
THR 301	Directing II . . . . .	3
THR 332	Acting III: Styles . . . . .	3

**Playwriting Track Requirements . . . . .15 Cr.**

THR 200	Creative Dramatics . . . . .	3
THR 232	Acting II. . . . .	3
THR 301	Directing II . . . . .	3

THR 332	Acting III: Styles . . . . .	3
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Students must also repeat one playwriting course.

**Scholarship Track Requirements . . . . .15 Cr.**

*Two courses from the following:*

THR 140	Introduction to Stagecraft . . . . .	3
THR 146	Introduction to Theatrical Design . . . . .	3
THR 242	Stage Management . . . . .	3

*Three courses from the following:*

THR 200	Creative Dramatics . . . . .	3
THR 232	Acting II . . . . .	3
THR 301	Directing II . . . . .	3
THR 332	Acting III: Styles . . . . .	3
THR 340	Theatre Special Topics . . . . .	3
THR 415	Theatre Travels . . . . .	3
HIS	Elective . . . . .	3

**Musical Theatre Track Requirements . . . . .50–53 Cr.**

MSA 183	Applied Study . . . . .	8
MSA 184	Applied Study . . . . .	6
MSA 313	Half Recital, Voice . . . . .	1
MSA 413	Full Recital, Voice . . . . .	2
MUS 101	Theory I . . . . .	3
MUS 102	Theory II. . . . .	3
MUS 103	Aural Skills I. . . . .	1
MUS 104	Aural Skills II. . . . .	1
MUS 111	Diction for Singers. . . . .	1
THR 132†	Acting I . . . . .	3
THR 146	Introduction to Theatrical Design . . . . .	3
THR 300	Directing I. . . . .	3
THR 325	American Musical Theatre. . . . .	3
THR 333	Musical Theatre Performance . . . . .	3
THR 450	Theatre Capstone . . . . .	3
THR 495	Theatre Internship. . . . .	6–9

Students must also pass the Piano Proficiency Exam.

† Fulfills a General Education Core Requirement

**WELLNESS**

The Waldorf University Wellness Program Mission Statement: "The Waldorf Wellness Program is committed to the education and promotion of healthy lifestyles within Waldorf and the surrounding communities through the exploration of the whole person incorporating physical, psychological, spiritual, intellectual, social, and environmental well-being." The concept of "wellness" is one of the main points of the Waldorf University Mission Statement through the education of the whole person and enabling him/her to become a better person by serving others.

Students will explore this rapidly growing field that offers career paths in exercise science, health promotion, strength and conditioning, coaching, corporate and campus wellness, fitness management, recreation, rehabilitation, hospitals, as well as research and graduate school opportunities. Students may explore pre-professional programs that serve as preparation for application into one of several schools in various healthcare fields such as pre-chiropractic, pre-

dentistry, pre-medicine, pre-pharmacy, pre-physical therapy, pre-physician assistant, and pre-veterinary medicine. In addition to the internship, several courses have a practical component through which students will gain real-life, hands-on experience in the community. Although not required, Wellness majors should be prepared to take several certification exams from the following organizations: American College of Sports Medicine, National Strength and Conditioning Association, and American Council on Exercise.

**Major:** The Wellness major requires the completion of one additional aerobic and one additional strengthening physical activity; PED170, PED271, PED272, WEL207, WEL212, WEL221, WEL295, WEL310, WEL320, WEL350, WEL365, WEL390, WEL415, WEL420, WEL490, and WEL495.

The following supporting courses serve as prerequisites for courses in the Wellness major and also fulfill requirements for the core curriculum: BIO105 or BIO120 (WEL 390) and PSY111 and PSY144 (WEL 415).

A Wellness minor is available with an emphasis in Health Promotion or Exercise Science.

**Health Promotion Minor:** WEL101, WEL207, WEL212, WEL221, and WEL310; PED170 and PED271; PSY224 or PSY265 or WEL250; and one additional course from WEL250, WEL320, WEL350, WEL365, WEL390, WEL415, and WEL420.

**Exercise Science Minor:** WEL101, WEL200, WEL207, WEL350, WEL365, and WEL390; PED170 and PED271; and one additional course from WEL212, WEL221, WEL310, and WEL320.

**General Education Core Requirements . . . .59 Cr.**

**Wellness Major Requirements . . . . .45 Cr.**

PED 170	First Aid/CPR . . . . .	1
PED 271	Coaching Anatomy . . . . .	1
PED 272	Treatment of Athletic Injuries . . . . .	2
WEL 207	Principles of Nutrition . . . . .	3
WEL 212	Stress Management . . . . .	2
WEL 221	Personal and Community Health . . . . .	3
WEL 295	Health Sciences Research . . . . .	3
WEL 310	Health Promotion . . . . .	3
WEL 320	Sport Nutrition . . . . .	3
WEL 350	Exercise Physiology . . . . .	4
WEL 365	Fitness Measurement and Prescription . . . . .	3
WEL 390	Kinesiology . . . . .	3
WEL 415	Fitness Program Administration . . . . .	3
WEL 420	Wellness Programming with Special Populations . . . . .	3
WEL 490	Wellness Senior Seminar . . . . .	3
WEL 495	Internship . . . . .	4

*The Wellness major requires the completion of one additional aerobic and one additional strengthening physical activity.*

**Wellness: Health Promotion**

**Minor Requirements . . . . .20–21 Cr.**

PED 170	First Aid/CPR . . . . .	1
PED 271	Coaching Anatomy . . . . .	1
WEL 101†	Concepts of Wellness . . . . .	1
WEL 207	Principles of Nutrition . . . . .	3
WEL 212	Stress Management . . . . .	2
WEL 221	Personal and Community Health . . . . .	3
WEL 310	Health Promotion . . . . .	3

*One course from the following:*

PSY 224†	Sports Psychology . . . . .	3
PSY 265†	Health Psychology . . . . .	3
WEL 250	Substance Abuse: Prevention and Intervention . . . . .	3

*One courses from the following:*

WEL 250	Substance Abuse: Prevention and Intervention . . . . .	3
WEL 320	Sport Nutrition . . . . .	3
WEL 350	Exercise Physiology . . . . .	4
WEL 365	Fitness Measurement and Prescription . . . . .	3
WEL 390	Kinesiology . . . . .	3
WEL 415	Fitness Program Administration . . . . .	3
WEL 420	Wellness Programming with Special Populations . . . . .	3

**Wellness: Exercise Science**

**Minor Requirements . . . . .21–22 Cr.**

PED 170	First Aid/CPR . . . . .	1
PED 271	Coaching Anatomy . . . . .	1
WEL 101†	Concepts of Wellness . . . . .	1
WEL 200	Theory of Strength and Conditioning . . . . .	3
WEL 207	Principles of Nutrition . . . . .	3
WEL 350	Exercise Physiology . . . . .	4
WEL 365	Fitness Measurement and Prescription . . . . .	3
WEL 390	Kinesiology . . . . .	3

*One course from the following:*

WEL 212	Stress Management . . . . .	2
WEL 221	Personal and Community Health . . . . .	3
WEL 310	Health Promotion . . . . .	3
WEL 320	Sport Nutrition . . . . .	3

† *Fulfills a General Education Core Requirement*

# ONLINE UNDERGRADUATE DEGREE PROGRAMS

## THE CORE CURRICULUM FOR FRESHMEN

### AA, BA, and BS Programs

#### English Composition . . . . .6 cr.

- ENG 1010 English Composition I
- ENG 1020 English Composition II

#### Arts and Humanities . . . . .9 cr.

Choose one from the following:

- HIS 1100 Ancient World
- HIS 1110 American History I
- HIS 1120 American History II
- HIS 1200 Medieval World
- HIS 1610 Modern World
- HIS 1710 Contemporary World

Choose one from the following:

- ART 1301 Art Appreciation
- ART 1302 Art Appreciation II
- MUS 1010 Introduction to Music Appreciation
- SPC 1010 Speech Communications
- THR 1010 Introduction to Theatre

Choose any literature, additional history, or global courses 2000+ (any study classified as outside of the U.S.A.)

- ENG 2000 American Literature I
- ENG 2010 American Literature II
- SPN 1010 Spanish I
- BUS 4426 International Management
- BUS 4351 International Economics
- REL 2350 World Religions

#### Wellness and Orientation . . . . .3 cr.

- HUM 1000 Warrior Seminar

#### Natural Sciences . . . . .3 cr.

Choose one from the following:

- BIO 1030 Principles of Biology  
*(required for B.A./B.A.S. Psychology)*
- PHY 1010 Earth Science
- PHY 1510 Physical Science

#### Mathematics . . . . .3 cr.

Choose one from the following:

- MTH 1010 General Education Mathematics for Online Students
- MTH 2000 Managerial Mathematics  
*(required for B.S. Criminal Justice Administration and B.S. Fire Science Administration)*
- MTH 2023 Elementary Statistics  
*(required for A.A. / B.S. Business Administration and B.A. Psychology)*

#### Religion, Philosophy, and Ethics . . . . .6–9 cr.

- HUM 1020 Critical Inquiry
- REL 4035 Life, Meaning, and Vocation\*  
*BA and BS only—requires senior standing*

Choose one from the following:

- REL 2050 Contemporary Ethical Issues
- REL 2350 Philosophies of World Religions

#### Social Sciences . . . . .6 cr.

Choose from two of the following:

- BUS 3602 Principles of Management  
*(required for A.A. / B.S. Business Administration)*
- CRJ 3201 Juvenile Justice and Delinquency
- CRJ 2501 Criminology
- ECO 2401 Principles of Macroeconomics  
*(required for A.A./B.S. Business Administration and B.S. Criminal Justice Administration)*
- ECO 2501 Principles of Microeconomics
- POL 1010 American Government
- POL 2000 Introduction to Political Science
- POL 2010 American, State, and Local Politics
- PSY 1010 General Psychology  
*(required for B.S. Organizational Leadership and B.S. Criminal Justice Administration)*
- PSY 3450 Abnormal Psychology
- SOC 1010 Introduction to Sociology
- SOC 2010 Survey of Global Societies and Cultural Geography

#### General Education Electives\*\* . . . . .18–4 cr.

Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. AA degree concentration work will have specific elective requirements. See individual AA degrees.

#### Grand Total . . . . .60cr.

\* MN Residents: HUM 1010 Introduction to Waldorf Online and HUM 1000 Warrior Seminar do not qualify as a General Education or a Humanities course. All Minnesota residents are advised to select another course in the Humanities distribution.

## THE CORE CURRICULUM FOR TRANSFERS\*

\* Sophomore Standing Or Higher

### AA, BA, and BS Programs

#### English Composition . . . . .6 cr.

- ENG 1010 English Composition I
- ENG 1020 English Composition II

#### Arts and Humanities . . . . .12 cr.

- HUM 1020 Critical Inquiry

Choose any two literature, history, or global courses 2000+ (any study classified as outside of the U.S.A.)

- ENG 2000 American Literature I
- ENG 2010 American Literature II
- HIS 1100 Ancient World
- HIS 1110 American History I
- HIS 1120 American History II
- HIS 1200 Medieval World

## UNDERGRADUATE DEGREE PROGRAMS

HIS 1610	Modern World
HIS 1710	Contemporary World
SPN 1010	Spanish I
BUS 4426	International Management
BUS 4351	International Economics
REL 2350	World Religions

Choose one from the following:

ART 1301	Art Appreciation
ART 1302	Art Appreciation II
MUS 1010	Introduction to Music Appreciation
SPC 1010	Speech Communications
THR 1010	Introduction to Theatre

### Wellness and Orientation . . . . .3 cr.

HUM 1000	Warrior Seminar
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### Natural Sciences . . . . .3 cr.

Choose one from the following:

BIO 1030	Principles of Biology <i>(required for B.A./ B.A.S. Psychology)</i>
PHY 1010	Earth Science
PHY 1510	Physical Science

### Mathematics . . . . .3 cr.

Choose one from the following:

MTH 1010	General Education Mathematics for Online Students
MTH 2000	Managerial Mathematics <i>(required for B.S. Criminal Justice Administration and B.S. Fire Science Administration)</i>
MTH 2023	Elementary Statistics <i>(required for A.A. / B.S. Business Administration and B.A. Psychology)</i>

### Religion, Philosophy, and Ethics . . . . . 3–6 cr.

REL 4035	Life, Meaning, and Vocation* <i>BA and BS only—requires senior standing</i>
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Choose one from the following:

REL 2050	Contemporary Ethical Issues
REL 2350	Philosophies of World Religions

### Social Sciences . . . . .6 cr.

Choose from two of the following:

BUS 3602	Principles of Management <i>(required for A.A. / B.S. Business Administration)</i>
CRJ 3201	Juvenile Justice and Delinquency
CRJ 2501	Criminology
ECO 2401	Principles of Macroeconomics <i>(required for A.A./B.S. Business Administration and B.S. Criminal Justice Administration)</i>
ECO 2501	Principles of Microeconomics
POL 1010	American Government
POL 2000	Introduction to Political Science
POL 2010	American, State, and Local Politics
PSY 1010	General Psychology <i>(required for B.S. Organizational Leadership and B.S. Criminal Justice Administration)</i>
PSY 3450	Abnormal Psychology

SOC 1010	Introduction to Sociology
SOC 2010	Survey of Global Societies and Cultural Geography

### General Education Electives\*\* . . . . . 21–27 cr.

Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. AA degree concentration work will have specific elective requirements. See individual AA degrees.

### Grand Total . . . . . 60 cr.

\* MN Residents: HUM 1010 Introduction to Waldorf Online and HUM 1000 Warrior Seminar do not qualify as a General Education or a Humanities course. All Minnesota residents are advised to select another course in the Humanities distribution.

## THE CORE CURRICULUM FOR B.A.S. PROGRAMS

### English Composition . . . . .6 cr.

ENG 1010	English Composition I
ENG 1020	English Composition II

### Humanities . . . . . 12 cr.

HUM 1020	Critical Thinking
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Choose one from the following:

HIS 1100	Ancient World
HIS 1110	American History I
HIS 1120	American History II
HIS 1200	Medieval World
HIS 1610	Modern World
HIS 1710	Contemporary World

Choose two from the following:

ENG 2000	American Literature I
ENG 2010	American Literature II
SPN 1010	Spanish I
ART 1301	Art Appreciation
ART 1302	Art Appreciation II
MUS 1010	Introduction to Music Appreciation
SPC 1010	Speech Communications
THR 1010	Introduction to Theatre
REL 2050	Contemporary Ethical Issues
REL 2350	Philosophies of World Religions

### Natural Sciences . . . . .3 cr.

Choose one from the following:

BIO 1030	Principles of Biology <i>(required for Psychology)</i>
PHY 1010	Earth Science
PHY 1510	Physical Science

### Mathematics . . . . .3 cr.

Choose one from the following:

MTH 1010	General Education Mathematics for Online Students
MTH 2000	Managerial Mathematics
MTH 2023	Elementary Statistics <i>(required for Business Administration and Psychology)</i>

**Behavioral and Social Sciences . . . . . 6 cr.**

Choose from two of the following:

- BUS 3602 Principles of Management  
*(required for Business Administration)*
- CRJ 3201 Juvenile Justice and Delinquency
- CRJ 2501 Criminology
- ECO 2401 Principles of Macroeconomics  
*(required for. Business Administration)*
- ECO 2501 Principles of Microeconomics
- POL 1010 American Government
- POL 2000 Introduction to Political Science
- POL 2010 American, State, and Local Politics
- PSY 1010 General Psychology  
*(required for Organizational Leadership)*
- PSY 3450 Abnormal Psychology
- SOC 1010 Introduction to Sociology
- SOC 2010 Survey of Global Societies and Cultural Geography

**Grand Total . . . . . 30 cr.**

\* MN Residents: HUM 1010 Introduction to Waldorf Online and HUM 1000 Warrior Seminar do not qualify as a General Education or a Humanities course. All Minnesota residents are advised to select another course in the Humanities distribution.

**Core and General Education Requirements for students with an Associate of Arts (A.A.)**

Students who have earned an Associate of Arts degree from an accredited institution will have their degree considered for meeting all core requirements with the exception two religion courses and any specific courses required by the individual major area of study.

**EDUCATIONAL GOALS**

As an institution, Waldorf University strives to educate the whole person, and in order to accomplish this, the following goals and outcomes have been established:

**Goal 1:** Waldorf students will develop essential skills in thinking and communicating as a foundation for success in their future vocations.

**Outcome 1:** Waldorf students will demonstrate competence in argument analysis and basic forms of communication (writing, speaking, reading, and listening).

**Outcome 2:** Waldorf students will demonstrate competence in scientific skills and quantitative and qualitative forms of analysis.

**Outcome 3:** Waldorf students will demonstrate the ability to use qualitative and quantitative methods to understand individual and social human behavior.

**Goal 2:** Waldorf students will examine what shapes human life and culture from multiple perspectives.

**Outcome 1:** Waldorf students will demonstrate how storytelling, science, the visual and performing arts, history, and religion shape human experience.

**Outcome 2:** Waldorf students will demonstrate knowledge of and apply practices related to personal well-being.

**Outcome 3:** Waldorf students will demonstrate an understanding of vocation, apply it to their own lives, and match their skills and passions to the needs of their communities.

**ASSOCIATE DEGREES**

**A.A. BUSINESS**

The Business Administration degree allows students to deepen their business knowledge and skills, with an administration focus. Topics include: organizational communication, principles of accounting, principles of marketing, information systems management, and managerial accounting. The administration background provided by this program is applicable to a variety of careers.

**Core Requirements . . . . . 45 cr.**

**Program Required Courses. . . . . 15 cr.**

- BUS 2026 Organizational Communication
- BUS 2201 Principles of Accounting
- BUS 3201 Principles of Marketing
- BUS 3551 Information Systems Management
- BUS 3620 Managerial Accounting

**Grand Total . . . . . 60 cr.**

**A.A. COMMUNICATIONS**

Waldorf's A.A. in Communications degree provides hands-on experience with current technology to prepare students for careers in the communications industry. Students will have the opportunity to learn these technologies through a creative, project-based experience.

**Core Requirements . . . . . 45 cr.**

**General Education Electives . . . . . 3 cr.**

**Program Required Courses. . . . . 12 cr.**

Major Requirements

- COM 1010 Graphic Core
- COM 1020 Digital Core\*
- COM 1030 Mass Communications and Society

Choose one from the following:

- COM 1040 News Gathering and Reporting
- COM 2010 Visual Theory

**Grand Total . . . . . 60 cr.**

\* See course descriptions for hardware/software require

## A.A. CRIMINAL JUSTICE

The Criminal Justice degree provides the opportunity to explore the three primary areas of the criminal justice system: law enforcement, courts and corrections. Beyond the Introduction to Criminal Justice course, students can select courses of greatest interest to tailor the concentration to their needs or wants. This flexibility provides a broad overview of the three elements of criminal justice or the option to focus more in-depth on specific areas of interest.

**Core Requirements . . . . . 45 cr.**

**General Education Electives . . . . . 3 cr.**

**Program Required Courses . . . . . 12 cr.**

CRJ 2000 Introduction to Criminal Justice

*Choose the remaining 9 credits from any additional Criminal Justice courses offered at Waldorf. Below are examples of courses that may be selected:*

CRJ2001 Theory and Practice of Law Enforcement  
 CRJ 2200 Theory and Practice of Corrections  
 CRJ 3301 Judicial Process

**Grand Total . . . . . 60 cr.**

## A.A. DIVERSITY & INCLUSION

To compete in today's knowledge economy, top organizations seek a diverse workforce in order to leverage wide-ranging talent. Waldorf's A.A. in Diversity and Inclusion degree is designed to explore the complex dynamics of workforce diversity. This program also examines the psychology of prejudice and discrimination, employment and labor law, and diverse perspectives related to gender, generation, race, religion, and ethnic culture.

**Core Requirements . . . . . 45 cr.**

**Program Required Courses . . . . . 15 cr.**

ORG/BUS 4000 Organization Diversity and Inclusion  
 BUS 3900 Employment and Labor Law  
 PSY 4515 Psychology of Prejudice and Discrimination

*Choose two from the following:*

ORG 3800 Leadership across Generations  
 HIS 3630 African American History  
 PSY 3205 Psychology of Gender  
 REL 2350 Philosophies of World Religions  
 SPN 1010 Introduction to Spanish

**Grand Total . . . . . 60 cr.**

## A.A. EMERGENCY MANAGEMENT

The Emergency Management degree provides foundational knowledge and initial exposure to the Emergency Management field. Learners explore a variety of areas within the discipline, including the four phases of emergency management, terrorism in emergency management, as well

as interagency disaster management. This degree program is designed for students seeking entry-level exposure to the emergency management field, as well as for professionals in industries such as fire science, homeland security, and EMT administration who are seeking to bolster their emergency management background.

**Core Requirements . . . . . 45 cr.**

**General Education Electives . . . . . 3 cr.**

**Program Required Courses . . . . . 12 cr.**

EMG 3001 Disaster Mitigation and Preparedness  
 EMG 3002 Disaster Response and Recovery  
 EMG 3100 Terrorism in Emergency Management  
 EMG 4001 Interagency Disaster Management Program Required Courses

**Grand Total . . . . . 60 cr.**

## A.A. FIRE SCIENCE

Waldorf's A.A. in Fire Science degree is designed with the flexibility to allow students to choose topics of greatest interests. From risk reduction to fire dynamics to investigation, this concentration allows students to explore a broad range of fire science topics.

**Core Requirements . . . . . 45 cr.**

**General Education Electives . . . . . 3 cr.**

**Program Required Courses . . . . . 12 cr.**

*Choose any 12 credits in Fire Science courses offered at Waldorf. Below are examples of courses that may be selected:*

FSC 2010 Introduction to Fire Protection Strategies  
 FSC 3110 Community Risk Reduction for the Fire and Emergency Services  
 FSC 3210 Fire Dynamics  
 FSC 3302 Fire Investigation and Analysis

**Grand Total . . . . . 60 cr.**

## A.A. GLOBAL LEADERSHIP

Develop skills for leading strong organization performance in today's global environment. Through Waldorf's A.A. in Global Leadership degree, you will learn global decision-making strategies and the art of effective leadership of cross-cultural teams. Specifically, you will learn how to create a team environment to promote active communication and collaboration, leveraging the talent of people from diverse cultures and impacting the organization's bottom line.

**Core Requirements . . . . . 45 cr.**

**Program Required Courses . . . . . 15 cr.**

ORG/BUS 4000 Organization Diversity and Inclusion  
 ORG 4800 Leading Virtual Teams  
 BUS 4426 International Management

*Choose two from the following:*

BUS 4751 Business Ethics

BUS 4951	Business Policy and Strategic Management
HIS 1710	Contemporary World
SOC 2010	Survey of Global Societies and Cultural Geography
SPN 1010	Introduction to Spanish

**Grand Total . . . . . 60 cr.**

## // A.A. HEALTH CARE MANAGEMENT

The Health Care Management degree provides functional management knowledge and skills, including an overview of issues and challenges specific to the field of health care delivery. Emphasis of instruction is on developing the managerial knowledge and skills required to work in today's regulated, complex healthcare field.

**Core Requirements . . . . . 45 cr.**

**Program Required Courses . . . . . 15 cr.**

HCM 3002	Introduction to Health Care Management
HCM 3801	Issues and Trends in Health Care
HCM 4201	Healthcare Law
HCM 4053	Financial Management of Health Care Organizations

**Grand Total . . . . . 60 cr.**

## // A.A. HOMELAND SECURITY

The Department of Homeland Security (DHS) was developed following the 9–11 attacks. American awareness of terrorism has become more prevalent since that time, and the DHS has grown to become the largest Federal law enforcement agency in the United States. Reflecting the foundational knowledge and skills of the DHS, Waldorf's A.A. Homeland Security degree focuses on topics related to: terrorism, American homeland security, tactical response operations, and weapons of mass destruction.

**Core Requirements 45 cr.**

**General Education Electives . . . . . 3 cr.**

**Program Required Courses . . . . . 12 cr.**

HLS 2050	Introduction to Terrorism
HLS 3000	American Homeland Security
HLS 3050	Terrorism Response Operations
HLS 3500	Weapons of Mass Destruction

**Grand Total . . . . . 60 cr.**

## // A.A. HUMAN RESOURCES MANAGEMENT

Waldorf's A.A. in Human Resource Management degree is built upon the key competencies identified by the Society for Human Resource Management (SHRM). This program includes a foundational course in human resource management, as well as the flexibility for students to choose

four additional courses, each reflecting a key competency identified by SHRM. This A.A. degree program is designed for current or aspiring professionals with a specific interest in the management of people and talent.

**Core Requirements . . . . . 45 cr.**

**Program Required Courses . . . . . 15 cr.**

BUS 3352	Human Resource Management
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*Choose four courses from the following:*

BUS 3900	Employment and Labor Law
BUS 4601	Recruitment and Staffing
BUS 4680	Human Resource Development
BUS 4700	Compensation and Benefits
BUS 4750	Human Resource Management Strategy and Emerging Issues

**Grand Total . . . . . 60 cr.**

## // A.A. LEADERSHIP COMMUNICATION

Develop one of the most valuable skills for any professional: leadership communication. This skill is important for creating relationship networks, influencing and inspiring people, and collaborating effectively. Waldorf's A.A. in Leadership Communication degree is designed for both current and aspiring leaders and offers built-in flexibility, so you can focus on aspects of leadership communication that best match your goals.

**Core Requirements . . . . . 45 cr.**

**Program Required Courses . . . . . 15 cr.**

ORG/BUS 4040	Communication Skills for Leaders
PSY 1010	General Psychology
PSY 4510	Attitudes and Persuasion

*Choose 2 from the following:*

ORG 3800	Leadership Across Generations
ORG/BUS 4080	Creative Thinking and Problem Solving
COM 1010	Graphic Core
COM 1020	Digital Core*
COM 2040	Introduction to Public Relations
COM 4220	Public Relations Skills
COM 4360	Crisis Management
SPC 1010	Speech Communications

**Grand Total . . . . . 60 cr.**

\* See course descriptions for hardware/software require

## // A.A. LIBERAL ARTS

Waldorf's Associate of Arts degree in Liberal Arts combines core studies in the liberal arts with the opportunity for students to select specific areas of concentration. This provides a broad base of knowledge in several subject areas, along with the option to more deeply explore a specific area of interest.

**Core Requirements . . . . . 45 cr.**

**General Education Electives . . . . . 15 cr.**

**Grand Total . . . . . 60 cr.**

*The Associate of Arts in Liberal Arts Program is not eligible for Federal Student Aid.*

## // A.A. MANAGEMENT

The A.A. in Management degree allows students to deepen their business knowledge and skills, with a management focus. Topics include: (a) production and operations management, (b) business policy and strategic management, and (c) the flexibility to choose three additional management courses based on specific areas of interest. The management background provided by this program is applicable to a variety of careers.

**Core Requirements . . . . . 45 cr.**

**Program Required Courses. . . . . 15 cr.**

- BUS 4851 Production and Operations Management
- BUS 4951 Business Policy and Strategic Management

*Choose 3 from the following:*

- BUS 2026 Organizational Communication
- BUS 3211 Consumer Behavior
- BUS 3301 Financial Management
- BUS 3826 Managerial Decision Making
- BUS 4000 Organization Diversity and Inclusion
- BUS 4080 Creative Thinking and Problem Solving
- BUS 4126 Project Planning
- BUS 4160 Negotiation and Conflict Resolution

**Grand Total . . . . . 60 cr.**

## // A.A. OCCUPATIONAL SAFETY AND HEALTH

The Occupational Safety and Health (OSH) degree provides foundational knowledge and initial exposure to the Occupational Safety and Health field. Learners explore a variety of areas within the discipline, including industrial hygiene and occupational, environmental, and health safety. This A.A. degree program is designed for students seeking entry-level exposure to the OSH field, as well as for professionals in industries such as manufacturing, construction, and fire science who are seeking to bolster their risk management background.

**Core Requirements . . . . . 45 cr.**

**General Education Electives . . . . . 3 cr.**

**Program Required Courses. . . . . 12 cr.**

- OSH 3001 Fundamentals of Occupational Safety and Health

- OSH 3651 Total Environmental, Health, and Safety Management
- OSH 4301 Fundamentals of Industrial Hygiene

*Choose one (1) course from the following:*

- FSC 3345 Introduction to Fire Prevention
- OSH 3640 Interactions of Hazardous Materials
- OSH 3701 Industrial Ergonomics
- OSH 4601 Accident Investigation

**Grand Total . . . . . 60 cr.**

## // A.A. PSYCHOLOGY

Psychology is the study of behavior and mental processes and is traditionally a popular field of study. Waldorf's A.A. in Psychology degree provides the opportunity for students to explore this field beyond the general psychology course. Students can learn about social, abnormal or cognitive psychology. For the remaining credits, students may select from a wide variety of psychology courses.

**Core Requirements . . . . . 45 cr.**

**General Education Electives . . . . . 3 cr.**

**Program Required Courses. . . . . 12 cr.**

- PSY 1010 General Psychology

*Choose one (1) course from the following:*

- PSY 3140 Social Psychology
- PSY 3450 Abnormal Psychology
- PSY 3460 Cognitive Psychology

Choose any six (6) credits in PSY courses offered at Waldorf

**Grand Total . . . . . 60 cr.**

## // A.A. SPORT MANAGEMENT

Exciting careers can be made off the playing field with a Sport Management Associates degree from Waldorf. Students enrolled in this degree program will explore a variety of classes, including sport sociology and sport administration, to better understand the sports industry.

**Core Requirements . . . . . 45 cr.**

**General Education Electives . . . . . 3 cr.**

**Program Required Courses. . . . . 12 cr.**

- SMT 2701 Sociology of Sport
- SMT 4101 Sport Administration

*Choose two from the following:*

- SMT 2801 Sport Public Relations and Promotions
- SMT 3901 Sport Fundraising
- SMT 4001 Sport Facilities
- SMT 4201 Sport Financing
- SMT 4301 Sport Legal Liability and Risk Management

**Grand Total . . . . . 60 cr.**

## BACHELOR DEGREES

### Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Degree Requirements

- // A grade of C or higher in all coursework in the major and, if applicable, in the concentration(s)
- // 2.00 cumulative grade point average for work completed at Waldorf
- // Minimum of 36 upper-division credit hours

### Bachelor of Applied Science (B.A.S.) Degree Requirements

- // A grade of C or higher in all coursework in the major and, if applicable, in the concentration(s)
- // 2.00 cumulative grade point average for work completed at Waldorf
- // Minimum of 30 upper-division credit hours

## BUSINESS

The Business Department seeks to prepare graduates for successful careers and fulfilling lives of service in management, finance and banking, or marketing.

### // B.S. BUSINESS ADMINISTRATION

#### General Education Core Requirements . . . . 60 cr.

#### Major Required—Group A . . . . . 36 cr.

BUS 2010	Intro to Business
BUS 3651	Leadership
BUS 3201	Principles of Marketing
BUS 2201	Principles of Accounting
BUS 3210	Business Law
BUS 3551	Information Systems Management
BUS 4951	Business Policy & Strategy
BUS 3352	Human Resources Management
BUS 3620	Managerial Accounting
BUS 3451	Organizational Theory & Behavior
BUS 4426	International Management
BUS 4751	Business Ethics

#### Professional Electives—Group B . . . . . 24 cr.

Any Waldorf courses may be selected from the catalog and used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives. The following are sample electives. The concentration options listed may also be used toward elective credits.

BUS 2026	Organizational Communications
BUS 3826	Managerial Decision Making
BUS 4126	Project Planning
BUS 4601	Staffing Organizations

BUS 4851	Production Management
ECO 2501	Microeconomics
BUS 3301	Financial Management
BUS 3211	Consumer Behavior

**Grand Total . . . . . 120 cr.**

### // B.A.S. BUSINESS ADMINISTRATION

#### General Education Core Requirements . . . . 30 cr.

#### Major Requirements . . . . . 30 cr.

BUS 2201	Principles of Accounting. . . . .
BUS 3201	Principles of Marketing . . . . .
BUS 3210	Business Law . . . . .
BUS 3352	Human Resource Management . . . . .
BUS 3451	Organizational Theory and Leadership. . . . .
BUS 3620	Managerial Accounting . . . . .
BUS 4426	International Management . . . . .
BUS 4751	Business Ethics . . . . .
BUS 4951	Business Policy and Strategic Management
REL 4035	Life, Meaning, and Vocation. . . . .

#### Electives. . . . . 60 cr.

*Any Waldorf courses may be selected from the catalog and used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives. The concentration options listed may also be used toward elective credits.*

BUS 2010	Introduction to Business
BUS 2026	Organizational Communication
BUS 3211	Consumer Behavior
BUS 3301	Financial Management
BUS 3551	Information Systems Management*
BUS 3651	Leadership
BUS 3826	Managerial Decision Making
BUS 4126	Project Planning
BUS 4601	Recruitment and Staffing
BUS 4851	Production and Operations Management
ECO 2501	Principles of Microeconomics*

\* BUS 3551 and ECO 2501 are strongly recommended for the B.A.S. in Business Administration.

**Grand Total . . . . . 120 cr.**

### // B.S. AND B.A.S. BUSINESS CONCENTRATIONS

#### Human Resource Management . . . . . 12 cr.

*Choose four from the following:*

BUS 4601	Recruitment and Staffing
BUS 4680	Human Resource Development
BUS 4700	Compensation and Benefits
BUS 3900	Employment and Labor Law
BUS 4750	Human Resource Management Strategy and Emerging Issues

#### Management . . . . . 12 cr.

BUS 4851	Production and Operations Management—required
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Choose three from the following:

- BUS 2026 Organizational Communication
- BUS 3211 Consumer Behavior
- BUS 3826 Managerial Decision Making
- BUS 4000 Organization Diversity and Inclusion
- BUS 4080 Creative Thinking and Problem Solving
- BUS 4126 Project Planning
- BUS 4160 Negotiation and Conflict Resolution

- PSY 3140 Social Psychology
- PSY 3500 Judgment and Decision Making
- PSY 4510 Attitudes and Persuasion

**Grand Total . . . . . 120 cr.**

## COMMUNICATIONS

The Communications Department focuses on written and visual communication, including journalism, multimedia, public relations, graphic design, radio, television, and video production. Students will explore this rapidly growing field that offers career paths in business or corporate communications as well as the newspaper/broadcast industry and public relations. Emphasis will be given to current technology as well as historical development.

### // B.A. COMMUNICATIONS

**General Education Core Requirements . . . . . 60 cr.**

**Major Required—Group A . . . . . 30 cr.**

- COM 1010 Graphic Core
- COM 1020 Digital Core\*
- COM 1030 Mass Communications and Society
- COM 1040 News Gathering and Reporting
- COM 2010 Visual Theory
- COM 2040 Introduction to Public Relations
- COM 3180 Editing
- COM 4410 Mass Media Law
- COM 4420 Media Literacy
- COM 4520 Senior Capstone

*See course descriptions for hardware/software require*

**Professional Electives—Group B. . . . . 30 cr.**

*In-Field Electives: Choose a minimum of 9 credits from the following courses*

- COM 3020 Radio Production
- COM 3030 Television/Film Production
- COM 3400 Digital Imaging
- COM 4010 Web Design
- COM 4220 Public Relation Skills
- COM 4360 Crisis Management

**Remaining Professional Electives:**

*For the remaining 21 credits, courses can be selected from the list below or any course not used to satisfy other program requirements.*

- BUS 3201 Principles of Marketing
- BUS 3352 Human Resource Management
- BUS 3451 Organizational Theory and Leadership
- BUS 4060 Team Building and Leadership
- BUS 4080 Creative Thinking and Problem Solving
- BUS 4160 Negotiation/Conflict Resolution

### // B.A.S. COMMUNICATIONS

**General Education Core Requirements . . . . . 30 cr.**

**Major Requirements . . . . . 30cr.**

- COM 1010 Graphic Core
- COM 1020 Digital Core\*
- COM 1030 Mass Communications and Society
- COM 1040 News Gathering and Reporting
- COM 2010 Visual Theory
- COM 2040 Introduction to Public Relations
- COM 3180 Editing
- COM 4410 Mass Media Law
- COM 4520 Senior Capstone
- REL 4035 Life, Meaning, and Vocation

*See course descriptions for hardware/software require*

**Electives. . . . . 60 cr.**

*Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives.*

- COM 3020 Radio Production
- COM 3030 Television/Film Production
- COM 3400 Digital Imaging
- COM 4010 Web Design
- COM 4220 Public Relations Skills
- COM 4360 Crisis Management
- COM 4420 Media Literacy
- BUS 3201 Principles of Marketing
- BUS 3352 Human Resource Management
- BUS 3451 Organizational Theory and Leadership
- BUS 4060 Team Building and Leadership
- BUS 4080 Creative Thinking and Problem Solving
- BUS 4160 Negotiation and Conflict Resolution
- PSY 3140 Social Psychology
- PSY 4510 Attitudes and Persuasion

**Grand Total . . . . . 120 cr.**

## CRIMINAL JUSTICE

The Bachelor's Degree in Criminal Justice offered at Waldorf University is designed to provide students with a strong base of knowledge in the three primary areas of the criminal justice system: law enforcement, courts, and corrections, the essential core curriculum to establish a well-rounded foundation within the Criminal Justice field. Upon completion of the core, students chose electives allowing them to explore their interests in order to prepare them for a Criminal Justice career. As Criminal Justice is an ever-changing and exciting area of study, the Waldorf University Criminal Justice program

offers students a variety of electives that will keep them current in the field.

The program provides students with the general education, discipline specific information, and the technical knowledge required to succeed in the criminal justice workplace following graduation, in a variety of entry-level criminal justice related careers, or a student may instead choose to pursue graduate education or law school. Those that enter the job market upon graduation could pursue careers as probation/parole officers, case managers, correctional officers, police officers, investigators, loss prevention specialists, juvenile court advocates or compliance managers, among many other career paths.

## // B.S. CRIMINAL JUSTICE

**General Education Core Requirements . . . . 60 cr.**

**Major Required—Group A . . . . . 30 cr.**

CRJ 2000	Introduction to Criminal Justice
CRJ 2001	Theory and Practice of Law Enforcement
CRJ 2200	Theory and Practice of Corrections
CRJ 2501	Criminology
CRJ 2900	Management and Supervision Skills for Criminal Justice Personnel
CRJ 3301	Judicial Process
BUS 3352	Human Resource Management
BUS 3602	Principles of Management
CRJ 3601	Criminal Law
CRJ 3950	Constitutional Law for Criminal Justice

**Professional Electives—Group B . . . . . 30 cr.**

*Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives. The concentration options listed may also be used toward elective credits.*

POL 1010	American Government
SPC 1010	Speech Communications
CRJ 3201	Juvenile Justice and Delinquency
BUS 3210	Business Law
BUS 3551	Information Systems Management
CRJ 3701	Criminal Investigation
CRJ 3801	Criminal Evidence and Legal Issues
CRJ 4001	Procedures in the Justice System
CRJ 4201	Probation and Community Corrections
CRJ 4701	Criminal Justice Organization and Administration

**Grand Total . . . . . 120 cr.**

## // B.A.S. CRIMINAL JUSTICE

**General Education Core Requirements . . . . 30 cr.**

**Major Requirements . . . . . 30cr.**

CRJ 2000	Introduction to Criminal Justice
CRJ 2001	Theory and Practice of Law Enforcement
CRJ 2200	Theory and Practice of Corrections

CRJ 2501	Criminology
CRJ 3010	Victimology
CRJ 3020	Mental Health and Crime
CRJ 3301	Judicial Process
CRJ 3601	Criminal Law
CRJ 4103	Diversity and Ethics in Criminal Justice
REL 4035	Life, Meaning, Vocation

**Electives. . . . . 60 cr.**

*Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives. The concentration options listed may also be used toward elective credits.*

CRJ 2900	Management and Supervision Skills for CJ
CRJ 3201	Juvenile Justice and Delinquency
CRJ 3701	Criminal Investigation
CRJ 3801	Criminal Evidence and Legal Issues
CRJ 3950	Constitutional Law for CJ
CRJ 4001	Procedures in the Justice System
CRJ 4201	Probation and Community Corrections
CRJ 4350	Leadership in Criminal Justice
CRJ 4701	Criminal Justice Organization and Administration
CRJ 4119C	Special Topics: Criminology
CRJ 4119CJ	Special Topics: Criminal Justice
CRJ 4119JJ	Special Topics: Juvenile Justice
POLS 1010	American Government
BUS 3210	Business Law

**Grand Total . . . . . 120 cr.**

## // B.A./ B.A.S. CRIMINAL JUSTICE CONCENTRATION IN HOMELAND SECURITY

The concentration option requires completion of a minimum of 12 credits in the concentration area. Concentration credits may be applied to Group B requirements.

HLS 2050	Introduction to Terrorism
HLS 3000	American Homeland Security
HLS 3500	Weapons of Mass Destruction
HLS 3050	Terrorism Response Operations

## CRIMINAL JUSTICE ADMINISTRATION

Waldorf's bachelor's degree in Criminal Justice Administration is ideal for those who seek a traditional criminal justice program with an additional focus on business and management. The program is designed to provide the student with a broad base of knowledge in the three primary areas of the criminal justice system: law enforcement, courts, and corrections. This foundation includes the Waldorf general education curriculum, numerous courses in the criminal justice arena, and courses in business. The program provides students with the general education, discipline specific, and

technical knowledge required to succeed in the criminal justice workplace.

## // B.S. CRIMINAL JUSTICE ADMINISTRATION

**General Education Core Requirements . . . . 60 cr.**

**Major Required—Group A . . . . . 30 cr.**

CRJ 2000	Introduction to Criminal Justice
CRJ 2001	Theory and Practice of Law Enforcement
CRJ 2200	Theory and Practice of Corrections
CRJ 2900	Management and Supervision Skills for Criminal Justice Personnel
CRJ 3020	Mental Health and Crime
CRJ 3201	Juvenile Justice and Delinquency
CRJ 3301	Judicial Process
CRJ 4103	Diversity and Ethics in Criminal Justice
CRJ 4201	Probation and Community Corrections
CRJ 4701	Criminal Justice Organization and Administration

**Professional Electives—Group B. . . . . 30 cr.**

*Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives.*

CRJ 2501	Criminology
CRJ 3010	Victimology
CRJ 3601	Criminal Law
CRJ 3701	Criminal Investigation
CRJ 3801	Criminal Evidence and Legal Issues
CRJ 3950	Constitutional Law for CJ
CRJ 4001	Procedures in the Justice System
CRJ 4201	Probation and Community Corrections
CRJ 4350	Leadership in Criminal Justice
CRJ 4119C	Special Topics: Criminology
CRJ 4119CJ	Special Topics: Criminal Justice
CRJ 4119JJ	Special Topics: Juvenile Justice
BUS 3210	Business Law
POLS 1010	American Government
BUS 3451	Organizational Theory and Behavior
BUS 3826	Managerial Decision Making

**Grand Total . . . . . 120 cr.**

## // B.A.S. CRIMINAL JUSTICE ADMINISTRATION

**General Education Core Requirements . . . . 30 cr.**

**Major Requirements . . . . . 30 cr.**

CRJ 2000	Introduction to Criminal Justice
CRJ 2001	Theory and Practice of Law Enforcement
CRJ 2200	Theory and Practice of Corrections
CRJ 2501	Criminology
CRJ 3010	Victimology
CRJ 3020	Mental Health and Crime
CRJ 3301	Judicial Process
CRJ 3601	Criminal Law

CRJ 4103	Diversity and Ethics in Criminal Justice
REL 4035	Life, Meaning, Vocation

**Electives. . . . . 60 cr.**

*Any Waldorf courses may be selected from the catalog and course schedule to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives.*

CRJ 2501	Criminology
CRJ 3010	Victimology
CRJ 3601	Criminal Law
CRJ 3701	Criminal Investigation
CRJ 3801	Criminal Evidence and Legal Issues
CRJ 3950	Constitutional Law for CJ
CRJ 4001	Procedures in the Justice System
CRJ 4201	Probation and Community Corrections
CRJ 4350	Leadership in Criminal Justice
CRJ 4119C	Special Topics: Criminology
CRJ 4119CJ	Special Topics: Criminal Justice
CRJ 4119JJ	Special Topics: Juvenile Justice
BUS 3210	Business Law
POLS 1010	American Government
BUS 3451	Organizational Theory and Behavior
BUS 3826	Managerial Decision

**Grand Total . . . . . 120 cr.**

## EMERGENCY MANAGEMENT

In times of uncertainty and unprecedented natural and man-made disasters, Waldorf's Bachelor of Arts degree in Emergency Management is designed to prepare the student with a broad base of knowledge in the field of emergency management. The foundation for this degree program includes the Waldorf general education curriculum, numerous courses in the emergency management arena, as well as electives in the fields of Homeland Security, Fire Science Administration, and Business, among others. The program provides students with the general education, discipline-specific, and technical knowledge required to succeed in the diverse field of emergency management.

## // B.A. EMERGENCY MANAGEMENT

**General Education Core Requirements . . . . 60 cr.**

**Major Required—Group A . . . . . 30 cr.**

EMG 3000	Introduction to Emergency Management
EMG 3001	Disaster Mitigation and Preparedness
EMG 3002	Disaster Response and Recovery
EMG 3050	Special Operations
EMG 3100	Terrorism in Emergency Management
EMG 4001	Interagency Disaster Management
EMG 4002	Incident Command in Emergency and Disaster Management
EMG 4050	Socio-Psychological Nature of Emergency Management

EMG 4900	Capstone in Emergency Management
FSC 3110	Community Risk Reduction for the Fire and Emergency Services

**Professional Electives—Group B . . . . . 30 cr.**

*Any Waldorf courses may be selected from the catalog and course schedule to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives. The concentration options may also be used toward elective credits.*

BUS/ORG 3451	Organizational Theory and Behavior
BUS 3602	Principles of Management
BUS/ORG 3651	Leadership
BUS 3826	Managerial Decision Making
COM 4360	Crisis Management
FSC 4510	Personnel Management for the Fire and Emergency Services
FSC 4610	Fire and Emergency Services Administration
FSC 4753	Terrorism Incident Management and Emergency Procedures
HLS 2050	Introduction to Terrorism
HLS 3000	American Homeland Security
HLS 3050	Terrorism Response Operations
HLS 3500	Weapons of Mass Destruction
OSH 3640	Interactions of Hazardous Materials
SPC 1010	Speech Communications

**B.A.S. EMERGENCY MANAGEMENT**

**General Education Core Requirements . . . . 30 cr.**

**Major Requirements . . . . . 30cr.**

EMG 3000	Introduction to Emergency Management
EMG 3001	Disaster Mitigation and Preparedness
EMG 3002	Disaster Response and Recovery
EMG 3100	Terrorism in Emergency Management
FSC 3110	Community Risk Reduction for the Fire and Emergency Services
EMG 4001	Interagency Disaster Management
EMG 4002	Incident Command in Emergency and Disaster Management
EMG 4050	Socio-Psychological Nature of Emergency Management
EMG 4900	Capstone in Emergency Management
REL 4035	Life, Meaning, and Vocation

**Electives . . . . . 60 cr.**

*Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements.*

EMG 3050	Special Operations
HLS 2050	Introduction to Terrorism
HLS 3000	American Homeland Security
HLS 3050	Tactical Response Operations
HLS 3500	Weapons of Mass Destruction
ORG/BUS 3451	Organizational Theory and Leadership
BUS 3602	Principles of Management
ORG/BUS 3651	Leadership
BUS 3826	Managerial Decision Making
COM 4360	Crisis Management

FSC 4510	Personnel Management for the Fire and Emergency Services
FSC 4610	Fire and Emergency Services Administration
FSC 4753	Terrorism Incident Management and Emergency Procedures
OSH 3640	Interactions of Hazardous Materials
SPC 1010	Speech Communications

**Grand Total . . . . . 120 cr.**

**B.A. / B.A.S. EMERGENCY MANAGEMENT CONCENTRATIONS**

Students may choose the optional concentration listed below, applying the credits to the elective requirements.

**Fire Science . . . . . 12 cr.**

FSC 3610	Fire Related Human Behavior
FSC 4510	Personnel Management for the Fire and Emergency Services
FSC 4610	Fire and Emergency Services Administration
FSC 4753	Terrorism Incident Management and Emergency Procedures

**Homeland Security . . . . . 12 cr.**

HLS 2050	Introduction to Terrorism
HLS 3000	American Homeland Security
HLS 3050	Terrorism Response Operations
HLS 3500	Weapons of Mass Destruction

**FIRE SCIENCE ADMINISTRATION**

This program presents a balanced curriculum and contains courses identified by the National Fire Academy, U.S. Fire Administration and the National Fire Protection Association for use in academic settings. Special emphasis is placed on:

- // Management and leadership techniques
- // Organizational and professional communications
- // Problem solving
- // Programmatic solutions to fire science operational problems

**B.S. FIRE SCIENCE ADMINISTRATION**

**General Education Core Requirements . . . . 60 cr.**

**Major Required—Group A . . . . . 30 cr.**

FSC 3110	Community Risk Reduction for the Fire and Emergency Services
FSC 3510	Political and Legal Foundations of Fire Protection
BUS 3352	Human Resource Management

## UNDERGRADUATE DEGREE PROGRAMS

FSC 3601	Fire Prevention Organization and Management
BUS/ORG 3651	Leadership
FSC 4510	Personnel Management for the Fire and Emergency Services
FSC 4610	Fire and Emergency Services Administration
FSC 4631	Advanced Principles of Fireground Strategies and Tactics
FSC 4710	Applications of Fire Research
FSC 4753	Terrorism Incident Management and Emergency Procedures

### Professional Electives—Group B . . . . . 30 cr.

Any Waldorf courses may be selected from the catalog and used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives.

FSC 4002	Back to Basics: A Refresher of Fire Fighting Strategies for Company Officers
FSC 4110	Advanced Principles in Fire and Emergency Services Safety and Survival
FSC 4210	Analytical Approaches to Public Fire Protection
FSC 4310	Disaster Planning and Control
OSH 4410	Managerial Issues in Hazardous Materials
FSC 4550	Industrial Fire Protection

### Grand Total . . . . . 120 cr.

## // B.A.S. FIRE SCIENCE ADMINISTRATION

### General Education Core Requirements . . . . . 30 cr.

### Major Requirements . . . . . 30 cr.

FSC 3110	Community Risk Reduction for the Fire and Emergency Services
FSC 3510	Political and Legal Foundations of Fire Protection
FSC 3601	Fire Prevention Organization and Management
FSC 4510	Personnel Management for the Fire and Emergency Services
FSC 4610	Fire and Emergency Services Administration
FSC 4631	Advanced Principles of Fireground Strategies and Tactics
FSC 4710	Applications of Fire Research
FSC 4753	Terrorism Incident Management and Emergency Procedures
BUS 3651	Leadership
REL 4035	Life, Meaning, and Vocation

### Electives . . . . . 60 cr.

Any Waldorf courses may be selected from the catalog and used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives.

FSC 2010	Introduction to Fire Protection Strategies
FSC 3120	Organization and Management of Fire and Emergency Services Training
FSC 3210	Fire Dynamics
FSC 3302	Fire Investigation and Analysis
FSC 3410	Fire Protection Structures and Systems
FSC 3440	Building Construction for Fire Protection

FSC 3610	Fire Related Human Behavior
FSC 4001	Diversity in the Fire Service
FSC 4002	Back to Basics: A Refresher of Fire Fighting Strategies for Company Officers
FSC 4110	Advanced Principles in Fire and Emergency Services Safety and Survival
FSC 4210	Analytical Approaches to Public Fire Protection
FSC 4310	Disaster Planning and Control
FSC 4550	Industrial Fire Protection
BUS 2201	Principles of Accounting*
BUS 3352	Human Resource Management*
OSH 4410	Managerial Issues in Hazardous Materials

\* BUS 2201 and BUS 3352 are strongly recommended for the B.A.S. in Fire Science Administration.

### Grand Total . . . . . 120 cr.

## HEALTH CARE MANAGEMENT

Waldorf's Bachelor of Arts in Health Care Management is designed to provide the essential knowledge and skills to be effective mid-level health care managers in various health care settings. The program has a special focus on the efficiency and quality of care provided in hospitals and other health facilities. Waldorf's B.A. in Health Care Management does not require a clinical or in-field experience component

## // B.A. HEALTH CARE MANAGEMENT

### General Education Core Requirements . . . . . 60 cr.

### Major Requirements . . . . . 30 cr.

HCM 1301	Medical Terminology
HCM 3002	Introduction to Health Care Management
HCM 3305	Community Health
HCM 3303	Health Informatics: Principles and Practice
HCM 3304	Principles of Epidemiology
HCM 4201	Health Care Law
HCM 4053	Financial Management of Health Care Organizations
HCM 3801	Issues and Trends in Health Care
HCM 3100	Reimbursement Methods in Health Care
HCM 4320	Development and Strategic Planning in Health Care

### Professional Electives—Group B . . . . . 30 cr.

Any Waldorf courses may be selected from the catalog and used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives.

HCM 4304	Project Management for Health Care Professionals
HCM 4303	Comparative Health Systems
HCM 4305	Long-Term Care Management
HCM 4308	Research Methods for Health Professionals*
BUS 2201	Principles of Accounting
HCM 4307	Health Care Quality Management

BUS 3602	Principles of Management
BUS 3352	Human Resource Management
BUS 3651	Leadership
HCM 4400	Risk Management in Health Care

\* HCM 4308 and MTH 2023 are strongly recommended for students considering graduate school.

## // B.A.S. HEALTH CARE MANAGEMENT

### General Education

**Core Requirements . . . . . 30 cr.**

**Major Requirements . . . . . 30 cr.**

HCM 1301	Medical Terminology
HCM 3002	Introduction to Health Care Management
HCM 3305	Community Health
HCM 3303	Health Informatics: Principles and Practice
HCM 3304	Principles of Epidemiology
HCM 4201	Health Care Law
HCM 4053	Financial Management of Health Care Organizations
HCM 3801	Issues and Trends in Health Care
HCM 4320	Development and Strategic Planning in Health Care
REL 4035	Life, Meaning, and Vocation

**Electives. . . . . 60 cr.**

Any Waldorf courses may be selected from the catalog and to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives.

HCM 4304	Project Management for Health Care Professionals
HCM 4303	Comparative Health Systems
HCM 4305	Long-Term Care Management
HCM 4308	Research Methods for Health Professionals*
BUS 2201	Principles of Accounting
HCM 4307	Health Care Quality Management
BUS 3602	Principles of Management
BUS 3352	Human Resource Management
BUS/ORG 3651	Leadership
HCM 4400	Risk Management in Health Care

\* HCM 4308 and MTH 2023 are strongly recommended for students considering graduate school

**Grand Total . . . . . 120 cr.**

## HOMELAND SECURITY

Founded in response to the 9-11 attacks, the Department of Homeland Security is the largest federal law enforcement agency in the United States. Waldorf's Bachelor of Arts in Homeland Security is designed to provide an in-depth background related to Department of Homeland Security practices. Waldorf's bachelor's program focuses on strategies

to protect the American homeland, including prevention, planning, and response measures related to terrorist threats.

## // B.A. HOMELAND SECURITY

**General Education Core Requirements . . . . 60 cr.**

**Major Requirements . . . . . 30 cr.**

HLS 2050	Introduction to Terrorism
HLS 3000	American Homeland Security
HLS 3050	Terrorism Response Operations
HLS 3500	Weapons of Mass Destruction
HLS 3304	Ethical and Legal Issues in Homeland Security
HLS 3305	Disaster Planning and Management
HLS 4302	Preparedness and Response Partners
HLS 4303	Critical Infrastructure Protection
HLS 4320	Homeland Security Capstone

**Professional Electives—Group B. . . . . 30 cr.**

CRJ 2000	Introduction to Criminal Justice
CRJ 2001	Theory and Practice of Law Enforcement
CRJ 2501	Criminology
CRJ 2900	Management and Supervision Skills for Criminal Justice Personnel
CRJ 3301	Judicial Process
CRJ 3601	Criminal Law
CRJ 3701	Criminal Investigation
CRJ 3801	Criminal Evidence and Legal Issues
CRJ 3950	Constitutional Law for Criminal Justice
EMG 2000	Introduction to Emergency Management
EMG 3002	Disaster Response and Recovery
EMG 3100	Terrorism in Emergency Management
EMG 4001	Interagency Disaster Management
EMG 4002	Incident Command in Emergency and Disaster Management
EMG 4050	Socio-Psychological Nature of Emergency Management
FSC 4631	Advanced Principles of Fireground Strategies and Tactics
FSC 4753	Terrorism Incident Management and Emergency Procedures
OSH 3640	Interactions of Hazardous Materials
OSH 4410	Managerial Issues in Hazardous Materials

**Grand Total . . . . . 120cr.**

## // B.A.S. HOMELAND SECURITY

**General Education Core Requirements . . . . 30 cr.**

**Major Requirements . . . . . 30 cr.**

HLS 2050	Introduction to Terrorism
HLS 3000	American Homeland Security
HLS 3050	Terrorism Response Operations
HLS 3500	Weapons of Mass Destruction
HLS 3304	Ethical and Legal Issues in Homeland Security
HLS 3305	Disaster Planning and Management

HLS 4302	Preparedness and Response Partners
HLS 4303	Critical Infrastructure Protection
HLS 4320	Homeland Security Capstone
REL 4035	Life, Meaning, and Vocation

**Electives . . . . . 60 cr.**

*Any Waldorf courses may be selected from the catalog and to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives.*

CRJ 2000	Introduction to Criminal Justice
CRJ 2001	Theory and Practice of Law Enforcement
CRJ 2501	Criminology
CRJ 4301	Management and Supervision Skills for Criminal Justice Personnel
CRJ 3301	Judicial Process
CRJ 3601	Criminal Law
CRJ 3701	Criminal Investigation
CRJ 3801	Criminal Evidence and Legal Issues
CRJ 3950	Constitutional Law for Criminal Justice
EMG 2000	Introduction to Emergency Management
EMG 3002	Disaster Response and Recovery
EMG 3100	Terrorism in Emergency Management
EMG 4001	Interagency Disaster Management
EMG 4002	Incident Command in Emergency and Disaster Management
EMG 4050	Socio-Psychological Nature of Emergency Management
FSC 4631	Advanced Principles of Fireground Strategies and Tactics
FSC 4753	Terrorism Incident Management and Emergency Procedures

**Grand Total . . . . . 120cr.**

**// B.A. /B.A.S. HOMELAND SECURITY CONCENTRATIONS**

Students may choose one or more concentrations, applying the credits to the professional elective requirements.

**Criminal Justice . . . . . 12cr.**

CRJ 2000	Introduction to Criminal Justice
CRJ 2001	Theory and Practice of Law Enforcement
CRJ 2200	Theory and Practice of Corrections
CRJ 3301	Judicial Process

**Emergency Management . . . . . 12 cr.**

EMG 3001	Disaster Mitigation and Preparedness
EMG 3002	Disaster Response and Recovery
EMG 3100	Terrorism in Emergency Management
EMG 4001	Interagency Disaster Management

**OCCUPATIONAL SAFETY**

With continued growth of job opportunities in this field, Waldorf's bachelor's degree in Occupational Safety provides both foundational and advanced knowledge of the discipline of occupational safety. Learners explore a variety of technical areas within safety including industrial hygiene, construction safety, fire safety, and risk management. In addition, students are immersed in management topics that are critical to the initial implementation of a safety program as well as the maintenance of an organization's peak safety performance. The bachelor's degree is designed for students with no prior safety experience who are seeking to become entry-level safety professionals in industries such as manufacturing, construction, and fire science. The program is also well-suited for students who may already have occupational safety experience but desire to become a formally degreed safety professional.

The Board of Certified Safety Professionals will recognize Waldorf's B.A. and B.A.S. in Occupational Safety degrees for the application process under the Associate Safety Professional designation and the Certified Safety Professional designation.

**// B.A. OCCUPATIONAL SAFETY**

**General Education Core Requirements . . . . 60 cr.**

**Major Requirements . . . . . 30 cr.**

OSH 3001	Fundamentals of Occupational Safety and Health
OSH 3651	Total Environmental, Health, and Safety Management
OSH 4301	Fundamentals of Industrial Hygiene
FSC 3345	Introduction to Fire Prevention
OSH 3640	Interactions of Hazardous Materials
OSH 3701	Industrial Ergonomics
OSH 4601	Accident Investigation
BUS 4680	Human Resource Development
OSH 3525	Legal Aspects of Safety and Health
OSH 3401	Construction Safety

**Professional Electives—Group B. . . . . 30 cr.**

*Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives.*

OSH 4010	Safety Supervisor
OSH 4520	Risk Management
OSH 3303	Workers' Compensation
PSY 3490	Industrial/Organizational Psychology
OSH 4309	Lean Safety Management
OSH 4208	Advanced Concepts in Safety and Health
OSH 4410	Managerial Issues in Hazardous Materials
PSY 4510	Attitudes and Persuasion
OSH 3301	Fleet Safety
BUS 3651	Leadership

## B.A.S. OCCUPATIONAL SAFETY

**General Education Core Requirements . . . . 30 cr.**

**Major Requirements . . . . . 30 cr.**

OSH 3001	Fundamentals of Occupational Safety and Health
OSH 3651	Total Environmental, Health, and Safety Management
OSH 4301	Fundamentals of Industrial Hygiene
FSC 3345	Introduction to Fire Prevention
OSH 3640	Interactions of Hazardous Materials
OSH 3701	Industrial Ergonomics
OSH 4601	Accident Investigation
OSH 3525	Legal Aspects of Safety & Health
OSH 3401	Construction Safety
REL 4035	Life, Meaning, and Vocation

**Electives. . . . . 60 cr.**

*Any Waldorf courses may be selected from the catalog and to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives.*

BUS 4680	Human Resource Development
OSH 4010	Safety Supervisor
OSH 4520	Risk Management
OSH 3303	Workers' Compensation
PSY 3490	Industrial/Organizational Psychology
OSH 4309	Lean Safety Management
OSH 4208	Advanced Concepts in Occupational Safety and Health
OSH 4410	Managerial Issues in Hazardous Materials
PSY 4510	Attitudes and Persuasion
OSH 3301	Fleet Safety
BUS/ORG 3651	Leadership

**Grand Total . . . . . 120 cr.**

## ORGANIZATIONAL LEADERSHIP

Maximize your potential to influence positive organizational change with a Bachelor of Science in Organizational Leadership from Waldorf University. Topics covered include organizational behavior; business ethics; team building; creative thinking; organizational psychology; negotiation/conflict resolution; business policy and strategy; and more.

## B.S. ORGANIZATIONAL LEADERSHIP WITH CONCENTRATION

**General Education Core Requirements . . . . 60 cr.**

**Major Requirements . . . . . 24 cr.**

ORG/BUS 3651	Leadership
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ORG/BUS 4000	Organization Diversity and Inclusion
ORG/BUS 4040	Communication Skills for Leaders
ORG/BUS 4060	Team Building and Leadership
ORG/BUS 4160	Negotiation and Conflict Resolution
ORG/BUS 3451	Organizational Theory and Leadership
ORG/PSY 3490	Industrial/Organizational Psychology
PSY 3140	Social Psychology

**Concentration Required — Group B. . . . . 12 cr.**

*Choose one of the following concentrations: Diversity and Inclusion, Global Leadership, Health Care Management, Leadership Communication, or Occupational Safety and Health.*

**Professional Electives—Group B. . . . . 24 cr.**

*Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives.*

BUS 3211	Consumer Behavior
BUS 3352	Human Resource Management
BUS 3602	Principles of Management
BUS 3900	Employment and Labor Law
BUS 4750	Human Resource Management Strategy and Emerging Issues
PSY 3350	Theories of Personality
PSY 3380	Psychology of Adjustment
PSY 3480	Principles of Learning
PSY 4560	Psychological Assessment

## B.S. ORGANIZATIONAL LEADERSHIP—NON-CONCENTRATION OPTION

**General Education Core Requirements . . . . 60 cr.**

**Major Requirements . . . . . 30 cr.**

ORG/BUS 3651	Leadership
ORG/BUS 4000	Organization Diversity and Inclusion
ORG/BUS 4040	Communication Skills for Leaders
ORG/BUS 4060	Team Building and Leadership
ORG/BUS 4160	Negotiation and Conflict Resolution
ORG/BUS 3451	Organizational Theory and Leadership
ORG/PSY 3490	Industrial/Organizational Psychology
BUS 3210	Business Law
BUS 4951	Business Policy and Strategy
PSY 3140	Social Psychology

**Professional Electives—Group B. . . . . 30 cr.**

*Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives.*

BUS 3211	Consumer Behavior
BUS 3352	Human Resource Management
BUS 3602	Principles of Management
BUS 3900	Employment and Labor Law
BUS 4750	Human Resource Management Strategy and Emerging Issues
PSY 3350	Theories of Personality
PSY 3380	Psychology of Adjustment

PSY 3480 Principles of Learning  
 PSY 4560 Psychological Assessment

*Choose two from the following:*  
 ORG 3800 Leadership across Generations  
 HIS 3630 African American History  
 PSY 3205 Psychology of Gender  
 REL 2350 Philosophies of World Religions  
 SPN 1010 Introduction to Spanish

## B.A.S. ORGANIZATIONAL LEADERSHIP

**General Education Core Requirements . . . . 30 cr.**

**Major Requirements . . . . . 30 cr.**

ORG/BUS 3451 Organizational Theory and Leadership  
 ORG/BUS 3651 Leadership  
 ORG/BUS 4000 Organization Diversity and Inclusion  
 ORG/BUS 4040 Communication Skills for Leaders  
 ORG/BUS 4060 Team Building and Leadership  
 ORG/BUS 4160 Negotiation and Conflict Resolution  
 ORG/PSY 3490 Industrial/Organizational Psychology  
 PSY 3140 Social Psychology  
 REL 4035 Life, Meaning, and Vocation  
 Choose one course from an Organizational Leadership concentration

**Electives. . . . . 60 cr.**

*Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives. The concentration options listed may also be used toward elective credits.*

ORG 3800 Leadership Across Generations  
 ORG 4800 Leading Virtual Teams  
 BUS 3211 Consumer Behavior  
 BUS 3352 Human Resource Management  
 BUS 3602 Principles of Management  
 BUS 3900 Employment and Labor Law  
 BUS 4750 Human Resource Management Strategy and Emerging Issues  
 PSY 3350 Theories of Personality  
 PSY 3380 Psychology of Adjustment  
 PSY 3480 Principles of Learning  
 PSY 4560 Psychological Assessment

**Grand Total . . . . . 120 cr.**

## B.A./B.A.S. ORGANIZATIONAL LEADERSHIP CONCENTRATIONS

**Global Leadership Concentration . . . . . 12cr.**

ORG 4800 Leading Virtual Teams  
 BUS 4426 International Management

*Choose two from the following:*

BUS 4751 Business Ethics  
 BUS 4951 Business Policy and Strategic Management  
 HIS 1710 Contemporary World  
 SOC 2010 Survey of Global Societies and Cultural Geography  
 SPN 1010 Introduction to Spanish

**Diversity and Inclusion Concentration . . . . 12 cr.**

BUS 3900 Employment and Labor Law  
 PSY 4515 Psychology of Prejudice and Discrimination

**Health Care Management Concentration . . . 12cr.**

HCM 3002 Introduction to Health Care Management  
 HCM 3801 Issues and Trends in Health Care  
 HCM 4201 Health Care Law  
 HCM 4053 Financial Management of Health Care Organizations

**Leadership Communication Concentration . . 12 cr.**

PSY 4510 Attitudes and Persuasion

*Choose three from the following:*

ORG 3800 Leadership across Generations  
 ORG/BUS 4080 Creative Thinking and Problem Solving  
 COM 1010 Graphic Core  
 COM 1020 Digital Core\*  
 COM 2040 Introduction to Public Relations  
 COM 4220 Public Relations Skills  
 COM 4360 Crisis Management  
 SPC 1010 Speech Communications

\* See course descriptions for hardware/software require

**Occupational Safety and Health Concentration . . . . . 12 cr.**

OSH 3001 Fundamentals of Occupational Safety and Health  
 OSH 3651 Total Environmental, Health, and Safety Management  
 OSH 4301 Fundamentals of Industrial Hygiene

*Pick one of the electives below*

FSC 3345 Introduction to Fire Prevention  
 OSH 3640 Interactions of Hazardous Materials  
 OSH 3701 Industrial Ergonomics  
 OSH 4601 Accident Investigation

## PSYCHOLOGY

Psychology is the study of behavior and mental processes and is traditionally a popular field of study. By the very nature of the profession, psychology is a service vocation. This fits well with Waldorf’s mission of preparing students for “lives of service.” A Bachelor’s degree in psychology prepares students to be well-rounded, educated individuals as it reflects many of the goals of a liberal arts education by providing a knowledge base, thinking skills, analytical reasoning, interpersonal skills, and ethical values. Psychology majors are prepared to pursue graduate and professional programs in psychology, where they could further specialize in a variety of areas in psychology including clinical, experimental, developmental, social, cognitive, human factors, sports, industrial/organizational, health, and forensics. They are also prepared for further education in areas such as medicine, law, social work, nursing, and ministry.

Some psychology majors directly enter the job market in positions related to psychology, including case managers, childcare workers, corrections or parole officers, mental health technicians, political campaign workers, public relations specialists, and social services workers. Others with Bachelor's degrees find positions in jobs that at first glance do not seem directly related to psychology, such as advertising agents, college admissions officers, congressional aides, customer service representatives, human resources workers, law enforcement officers, insurance agents, marketing researchers, restaurant managers, public relations experts, and loan officers.

## // B.A. PSYCHOLOGY

**General Education Core Requirements . . . .60 Cr.**  
**Lab science strongly recommended for students considering graduate school.**

### Major Required—Group A . . . . . 30 cr.

PSY 1010	General Psychology
PSY 3450	Abnormal Psychology
PSY 3140	Social Psychology
PSY 3019	History and Systems of Psychology
PSY 3150	Developmental Psychology
PSY 3350	Theories of Personality
PSY 3460	Cognitive Psychology
PSY 4021	Physiological Psychology
PSY 4501	Research Methods
PSY 4995	Senior Capstone

### Professional Electives—Group B . . . . . 15 cr.

*Select 15 credits from the list below or any qualified transfer credit in Psychology*

PSY 3100	APA for Academic Writing
PSY 4030	Sensation and Perception
PSY 3500	Judgment and Decision Making
PSY 4510	Attitudes and Persuasion
PSY 4515	Psychology of Prejudice and Discrimination
PSY 3380	Psychology of Adjustment
PSY 3480	Principles of Learning
PSY 4560	Psychological Assessment
PSY 3220	Health Psychology
PSY 3490	Industrial Organizational Psychology
PSY 3205	Psychology of Gender
PSY 3210	Close Relationships

### Remaining Electives—Group C . . . . . 15 cr.

*For the remaining elective credits, any Waldorf Courses (including those not selected in Group B) may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. A concentration is recommended and the concentration options listed may also be used toward elective credits.*

## // B.A.S. PSYCHOLOGY

**General Education Core Requirements . . . . 30cr.**  
**Lab science strongly recommended for students considering graduate school.**

### Major Requirements . . . . . 30 cr.

PSY 1010	General Psychology
PSY 3140	Social Psychology
PSY 3150	Developmental Psychology
PSY 3350	Theories of Personality
PSY 3450	Abnormal Psychology
PSY 3460	Cognitive Psychology
PSY 4021	Physiological Psychology
PSY 4501	Research Methods
PSY 4995	Senior Capstone
REL 4035	Life, Meaning, and Vocation

### Electives . . . . . 60 cr.

*Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives. The concentration options listed may also be used toward elective credits.*

PSY 3019	History and Systems of Psychology
PSY 3100	APA for Academic Writing
PSY 3205	Psychology of Gender
PSY 3210	Close Relationships
PSY 3220	Health Psychology
PSY 3380	Psychology of Adjustment
PSY 3480	Principles of Learning
PSY 3490	Industrial/Organizational Psychology
PSY 4030	Sensation and Perception
PSY 4510	Attitudes and Persuasion
PSY 4515	Psychology of Prejudice and Discrimination
PSY 4560	Psychological Assessment
BIO 4900	Biology Lab

### Grand Total . . . . . 120 cr.

## // B.A./ B.A.S. PSYCHOLOGY CONCENTRATIONS

*Students may choose one or more concentrations, applying the credits to the elective requirements.*

### Communications . . . . . 12 cr.

COM 1010	Graphic Core
COM 1020	Digital Core*
COM 1030	Mass Communications and Society

*Choose one from the following:*

COM 1040	News Gathering and Reporting
COM 2010	Visual Theory

\* See course descriptions for hardware/software requirements

### Criminal Justice . . . . . 12 cr.

CRJ 2000	Introduction to Criminal Justice
CRJ 2501	Criminology

Choose the remaining 6 credits from any additional Criminal Justice courses offered at Waldorf. Below are examples of courses that may be selected:

- CRJ 2001 Theory and Practice of Law Enforcement
- CRJ 2200 Theory and Practice of Corrections

## Fire Science . . . . . 12 cr.

- FSC 3110 Community Risk Reduction for the Fire and Emergency Services
- FSC 3210 Fire Dynamics
- FSC 3610 Fire Related Human Behavior

Choose one from the following:

- FSC 2010 Introduction to Fire Protection Strategies
- FSC 3601 Fire Prevention Organization and Management

## Health Care Management . . . . . 12 cr.

- HCM 3002 Introduction to Health Care Management
- HCM 3801 Issues and Trends in Health Care
- HCM 4201 Health Care Law
- HCM 4053 Financial Management of Health Care Organizations

## Occupational Safety and Health. . . . . 12 cr.

- OSH 3001 Fundamentals of Occupational Safety and Health
- OSH 3651 Total Environmental, Health, and Safety Management
- OSH 4301 Fundamentals of Industrial Hygiene

Choose one from the following:

- FSC 3345 Introduction to Fire Prevention
- OSH 3640 Interactions of Hazardous Materials
- OSH 3701 Industrial Ergonomics
- OSH 4601 Accident Investigation

## Sport Management. . . . . 12 cr.

- SMT 2701 Sociology of Sport
- SMT 4101 Sport Administration

Choose two from the following:

- SMT 2801 Sport Public Relations and Promotions
- PED 2701 History and Principles of PE and Sport
- SMT 3901 Sport Fundraising
- SMT 4001 Sport Facilities
- SMT 4201 Sport Financing
- SMT 4301 Sport Legal Liability and Risk Management

**Students considering graduate school for Psychology are strongly advised to enroll in the B.A. program, rather than the B.A.S. program.**

## VI. UNDERGRADUATE COURSE DESCRIPTIONS

Courses of study and their descriptions are arranged according to a number within departments or within defined, broad areas of study.

Courses numbered 99 and below are considered "preparatory" or "remedial" and do not apply toward a degree at Waldorf University. Up to 3 credits per semester/term may be counted internally toward "full-time" status and eligibility for extracurricular activity, but they are not included in any financial aid considerations.

Introductory courses are generally numbered 100-199 or 1000-1999 and intermediate courses are numbered 200-299 or 2000-2999. Upper division courses are numbered 300-499 or 3000-4999. Freshmen and sophomores are allowed to take Waldorf upper division courses with the approval of the instructor or academic advisor. The number of semester hours of credit for each course is listed following the title, such as (3 cr.).

Courses listed as "on demand" are offered only when there is sufficient interest. Classes may be canceled if an insufficient number of students enroll for the course.

### Suggested Curriculum

Suggested guides are available for each department to assist you with registration. For a curriculum to meet the individual needs of each student, the student together with his or her faculty advisor should:

1. Check carefully to see that all the graduation requirements of Waldorf University are being met.
2. Check the requirements for the specific major/minor program to make certain all the requirements are completed.
3. Choose carefully the electives to be added to the requirements; they add a very special dimension to the studies the student pursues.

A faculty advisor is assigned to assist, guide, and support each student's academic pursuits.

Faculty advisors are assigned, in part, because of their specialized knowledge and should be consulted for adjusting or modifying listed curricula. They should also be consulted for help in developing a curriculum not listed.

## // ART

### ART 121 Drawing I . . . . . (3 cr.)

The course is designed as a beginning drawing course for both the potential art minor and the student who has had no art background. Students work with a variety of media on landscape, figure and still life subjects. Emphasis is directed to the development of visual control of form and space. (Course Fee \$20) (Fall)

### ART 134 Design . . . . . (3 cr.)

Solving two- and three-dimensional design problems using different media. Problems with line, form, color and spatial relationships are studied. (Course Fee \$30) (Fall)

### ART 221 Drawing II . . . . . (3 cr.)

A study of the perceptual basis of line, form, color and texture. Students are engaged in studio problems involving these elements as related to two dimensional surfaces. (Prerequisite: ART 121) (Course Fee \$20) (Fall)

### ART 223 Painting I . . . . . (3 cr.)

The course is designed as a beginning painting course; introducing color, picture organization, and color theory through a variety of subjects, including landscape, figure and still life. (Course Fee \$50) (Spring)

### ART 323 Painting II . . . . . (3 cr.)

A study of painting in terms of traditional and contemporary concepts with emphasis on developing various painting skills and techniques, while working toward a personal and original statement. Emphasis is given to the development of visual sensitivity to color and form. (Prerequisite: ART 223) (Course Fee \$20) (Spring)

### ART 421 Drawing III . . . . . (3 cr.)

This course allows more independence to pursue and investigate personal concepts and visual vocabulary. (Prerequisite: ART 221) (Course Fee \$20) (Fall)

### ART 423 Painting III . . . . . (3 cr.)

This course allows more independence to pursue and investigate personal concepts and visual vocabulary. (Prerequisite: ART 323) (Course Fee \$20) (Spring)

### ART 490 Senior Show and Portfolio Design . . . . . (3 cr.)

Taken in the final semester, this course culminates in a senior show in the gallery. It affords time for advanced studio work for the show which the student will curate. The student will also prepare a professional portfolio. Available all semesters and taught as an independent study. (Prerequisite: Senior status) (Course Fee \$20) (Spring)

### ART 1301 Online Course Art Appreciation . . . . . (3 cr.)

This course presents a diverse array of art works to help students distinguish artistic form, content and importance in society. Original art works are analyzed through their historic style, elements of design process, and impact on cultural heritage.

### ART 1302 Online Course Art Appreciation II . . . . . (3 cr.)

Art Appreciation II includes a firm foundation and exploration of art through past and present art concepts, conventions, and functions in the expression of cultural, political, and personal views of the world around us.

## // BIOLOGY

### BIO 100

#### **Orientation to the Biological Sciences . . . . . (1 cr.)**

A one-credit orientation for any student interested in majoring in the biological sciences. The purpose of this course is to introduce students to: 1) the scope and interrelated nature of the biological sciences, 2) the diversity of professions available to graduates of the biological sciences, and 3) some of the requirements students must meet for these professions. Speakers from a wide range of biological sciences will visit class to dialog with students. (Fall)

### BIO 105

#### **Principles of Biology . . . . . (4 cr.) 3-3**

(3 hours of lecture and 3 hours of laboratory) This course is an introduction to biological principles for non-science majors. It does not satisfy the prerequisites for most advanced biology courses. The course material is presented within the context of human experience and covers topics such as cell biology, vertebrate systems, genetics, evolution, ecology, and the interaction of humans and the environment. (Course Fee \$65)

### BIO 120

#### **General Biology. . . . . (4 cr.) 3-3**

A foundation course for science and pre-professional majors, this course includes an introduction to cellular structure and function, genetics, and principles of ecology and evolution, all based within a context of scientific inquiry. (Prerequisites: 1 year of high school biology and 1 year of high school chemistry. Concurrent enrollment in CHM 131 recommended) (Course Fee \$65)

### BIO 125

#### **Introduction to Environmental Science . . . . . (4 cr.) 3-3**

This course is an introductory study of the environmental sciences. Students will examine how human cultures have changed habitats in their pursuit of resources and how these changes have affected ecosystems and human cultures. Examples will include local, national, and global topics. The influence of economic and political aspects on environmental issues also will be explored. Lab exercises will illustrate concepts. (Prerequisite: BIO 105 or BIO 120 or PHY 151 or CHM 131) (Course Fee \$65)

### BIO 155

#### **Basic Human Anatomy and Physiology . . . . . (4 cr.) 3-3**

The structure and function of the human body, including discussions of dysfunction, current issues, and practical applications. Designed for Wellness and Physical Education majors. Credit will not be given for students majoring in Biology or pre-professional health programs. (Prerequisite: BIO 105)

### BIO/WEL 207

#### **Principles of Nutrition . . . . . (3 cr.) 3-0**

Introductory course designed to familiarize students with biochemical processes of digestion, absorption, and metabolism, as well as the contributions of various nutrients to the health of individuals at various ages; appropriate for pre-health professionals.

### BIO 220

#### **General Zoology . . . . . (4 cr.) 3-3**

A survey of the animal kingdom. Topics include animal structure and function, growth and development, taxonomy and phylogeny, ecology and distribution. Concepts learned in BIO 120 will be applied to this study of animals. (Prerequisite: BIO 120) (Course Fee \$65)

### BIO 222

#### **General Botany . . . . . (4 cr.) 3-3**

A survey of the plant kingdom. Topics include plant structure and function, growth and development, taxonomy and phylogeny, ecology and distribution. Concepts learned in BIO 120 will be applied to this study of plants. (Prerequisite: BIO 120) (Course Fee \$65)

### BIO 330

#### **Biochemistry . . . . . (4 cr.) 3-3**

An introduction to biological macromolecules and their components. Topics will include enzymatic catalysis, thermodynamics and kinetics, and the control and integration of metabolic and catabolic processes. At all points in the course particular emphasis will be placed on the structure and function of proteins, carbohydrates, lipids, and nucleic acids. (Prerequisites: BIO 120 and CHM 242) (Course Fee \$65)

### BIO 332

#### **Genetics. . . . . (4 cr.) 3-3**

A survey of the principles of Mendelian, molecular, population, and human genetics. Laboratories will provide an introduction to some of the major organisms used for studying genetics and will explore both classical and molecular techniques. (Prerequisites: BIO 120 and CHM 132) (Course Fee \$65)

### BIO 340

#### **Microbiology . . . . . (4 cr.) 3-4**

The biology of microorganisms emphasizing morphology, physiology, and ecology of bacteria, fungi, and viruses, and their importance in medicine, the environment, agriculture, and industry. Laboratory emphasis on staining, observing, culturing, and identifying microorganisms. (Prerequisite: BIO 120 and CHM 132) (Course Fee \$65)

### BIO 350

#### **Comparative Chordate Anatomy . . . . . (4 cr.) 3-3**

A rigorous study of the origin and evolution of chordates, comparing anatomy, functional morphology, and evolutionary morphology across taxa. Laboratories include comparative dissections of different chordates, ranging from primitive fish to mammals. (Prerequisite: BIO 220) (Course Fee \$65)

### BIO 352

#### **Vertebrate Physiology . . . . . (4 cr.) 3-3**

A rigorous study of the physiological systems and adaptive mechanisms of vertebrates to environmental variables. Topics include cellular, cardiovascular, neural and muscular, respiratory, renal, digestive, hormonal, and reproductive physiology, and pathophysiological conditions. Emphasis on mammalian physiology. (Prerequisites: BIO 350 and CHM 132; CHM 242 recommended) (Course Fee \$65)

### BIO 370

#### **Ecology . . . . . (4 cr.) 3-3**

The study of ecological systems, including energy flow and nutrient cycles; factors that limit the distribution and abundance of organisms; population and physiological ecology; and the impact of humans on the environment. The laboratory will include field trips (Saturdays possible), the application of statistics, and an introduction to Geographic Information Systems (GIS). (Prerequisites: BIO 220, BIO 222, CHM 132, and MTH 201) (Course Fee \$65)

### BIO374

#### **Evolutionary Biology. . . . . (4 cr.) 3-2**

Evolutionary theory forms the foundation for all modern biological thought. This course examines the history and processes of evolution in detail (chemical and organic

evolution, the genetic basis for variation, population genetics and selection, speciation and phylogeny). It will explore the evidence and methods by which biologists reconstruct the history of life on earth and understand evolution as a continuous, dynamic process of life. (Prerequisites: BIO 220 or BIO 222, and BIO 332) (Replaced BIO372)

**BIO 440**  
**Cell and Molecular Biology . . . . . (4 cr.) 3-3**

An introduction to the cell as a biological unit and various molecular aspects of DNA, RNA, and protein structure, function, and expression. Topics include ultrastructure of the cell, macromolecular organization and function of cell components, recombinant DNA and genetic engineering, and regulation of gene activity. The laboratories focus on modern methods and instrumentation in cell and molecular biology. (Prerequisites: BIO 330, BIO 332) (Course Fee \$65)

**BIO 442**  
**Developmental Biology . . . . . (4 cr.) 3-2**

A study of the developmental processes that occur within the organelles, cells, tissues, organs, and organ systems of both plants and animals. Topics will include gametogenesis through organogenesis morphogenesis, and senescence. Laboratories will include observation and experimentation with animal and plant systems. (Prerequisite: BIO 220, BIO 222, and BIO 332; BIO 440 recommended) (Course Fee \$65)

**BIO 470**  
**Conservation Biology . . . . . (4 cr.) 3-3**

The biological basis of biodiversity and factors that affect it. Topics will include the history and development of resource conservation, introduction to population viability, landscape processes, restoration, and other current topics. Terrestrial systems will be emphasized. Students will complete a project in the geospatial analysis lab. Some Saturday trips. (Prerequisite: BIO 370, BIO 372) (Course Fee \$65)

**BIO 491**  
**Biology Research I . . . . . (1-3 cr.)**

A preparatory course using a literature search and proposal preparation for a research project. Students meet periodically with a research advisor and submit a literature review and project proposal at the end of the semester. (Prerequisite: completion of at least 36 credits in the Biology major) (BIO 491 and BIO 492 must equal 4 credits)

**BIO 492**  
**Biology Research II . . . . . 1-3 cr.)**

The completion phase for the research project proposed in BIO 491. At the end of the semester, students prepare a written report and an oral summary to be presented in BIO 499, Senior Seminar. (Prerequisite: BIO 491) (BIO 491 and BIO 492 must equal 4 credits)

**BIO 493**  
**Special Problems for Secondary Education Majors . (3 cr.)**

A capstone, investigative experience for Secondary Education majors pursuing a Science Endorsement. Students will apply their knowledge and skills in the biological sciences to design and complete a research-type project. A final paper is required. (Prerequisite: Senior status)

**BIO 495**  
**Biology Internship . . . . . (4 cr.)**

Supervised work experience in a biology lab or area related to career choice. At the end of the internship, students prepare a written report and an oral summary to be presented in BIO 499, Senior Seminar. (Prerequisite: completion of at least 36 credits in the Biology major) (Internship can be split into two separate internships with approval.)

**BIO 499**  
**Senior Seminar . . . . . (1 cr.) 1-0**

A capstone course required for graduation that is designed to provide an integration of concepts in biology with a discussion of the ethics of applied biology. Students submit a written paper and make an oral presentation based on the completed work for either BIO 492 (Research II) or BIO 495 (Internship). (Prerequisite: Senior status as a Biology major)

**BIO 1030** *Online Course*  
**Principles of Biology . . . . . (3 cr.)**

An introduction to biological principles for the non-science major; it does not satisfy the prerequisites for most advanced biology courses. The course stresses many of the basic principles behind biological processes and relates many topics to the human experience when practical. Topics include the nature of science, cell biology, basic biochemistry, homeostasis, genetics and inheritance, ecology and evolution.

// **BUSINESS**

**BUS 131**  
**Introduction to Business . . . . . (3 cr.)**

Presents the fundamentals of business principles and practices. Business strategies emphasized are decision making and planning, teamwork, technology, and communication. Topics include analysis of the business environment, starting a new business, managing business and employees, marketing, accounting, and finance. (Fall)

**BUS155**  
**Computer Applications. . . . . (3 cr.)**

Introduction to computers and applications, especially for personal use. Hands-on experience with a word processor, presentation software, spreadsheet and database management system, and Web-based applications. (Previously CIS101 and CIS101A) (Fall and Spring)

**BUS 220**  
**Principles of Accounting . . . . . (4 cr.)**

This comprehensive first course in accounting emphasizes the accounting principles essential for a sole proprietorship and develops the various journals, ledgers, and financial statements necessary for business organizations. (Previously BUS 101) (Fall)

**BUS 225**  
**Managerial Accounting . . . . . (4 cr.)**

Managerial Accounting emphasizes decision making for corporations. The course focuses on reading, analyzing, and interpreting financial statements for a corporation. Included is bond valuation, preparation of Cash Flow Statements, ratio analysis, and cost accounting principles for manufacturing firms. (Prerequisite: BUS 220 or consent of instructor) (Previously BUS 102) (Spring)

**BUS 300**  
**Principles of Management . . . . . (3 cr.)**

A comprehensive study of management in today's organizations including the history of management. The primary functions of planning, organizing, leading and controlling will be covered in the context of today's environment. Additional topics will include team dynamics, interpersonal and organizational communication, motivation, decision making, problem-solving and conflict management. (Previously BUS 310) (Fall)

**BUS 320**  
**Financial Management . . . . . (3 cr.)**  
 Theory of acquisition, allocation, and management of funds within a firm. Focus on capital budgeting strategy, evaluation of corporate capital policies, cost of capital, dividend policy, valuation framework, and sources of long and short-term financing. (Prerequisites: BUS 220 and BUS 225 or consent of instructor) (Previously BUS 312) (Spring)

**BUS 322**  
**Marketing . . . . . (3 cr.)**  
 A practical course designed to help students learn marketing by engaging in marketing through the creation and development of a marketing plan for a profit or nonprofit organization. The topics covered will include developing and managing of products and services, pricing strategies, distribution channels, integrated marketing communications, marketing research and consumer behavior. (Previously BUS 313) (Fall)

**BUS 324**  
**Production and Operations Management . . . . . (3 cr.)**  
 This course will survey the operations management functions in manufacturing and service industry firms. An analysis of basic production/operation systems will provide the principles necessary for managing the organization's productive processes. (Prerequisite: BUS 300) (Previously BUS 315) (Fall)

**BUS 326**  
**Organizational Theory and Behavior . . . . . (3 cr.)**  
 This course presents an overview of managing human behavior within organizations. Topics that will be covered include individual behavior, social behavior, organizational process, organizational structure and environment, and organizational strategies. (Prerequisite: BUS 300 or consent of instructor) (Previously BUS 321) (Spring)

**BUS 330**  
**Business Communications . . . . . (3 cr.)**  
 Development of critical communication skills used in business. Informational exchanges include talking, listening, writing, and soliciting feedback. Included are organizational as well as interpersonal forms of oral and written communications. . (Prerequisite: ENG 120 and ENG 121) (Fall and Spring)

**BUS 340**  
**International Business . . . . . (3 cr.)**  
 Concepts and practices of doing business across national boundaries. Students explore opportunities and risks of producing for and buying in international markets. Topics include multinational enterprise, foreign exchange, trade barriers, cultural variety, industrial relations, less developed countries, global and regional cooperation, ethics, and selected contemporary issues. (Fall and Spring)

**BUS 344**  
**Consumer Behavior . . . . . (3 cr.)**  
 This course will be an overview of the consumer decision process; analyzing the forces of economic demographics, cultural influences, social stratification, reference groups, and family influences of consumer behavior will be covered as well as high and low involvement decision processes. (Prerequisite: BUS 322) (Spring)

**BUS 380**  
**Strategic Business Management. . . . . (3 cr.)**  
 This course is designed to assist students in developing the knowledge and skills necessary to understand, evaluate, and craft winning strategies as a manager, leader and consultant.

Students will analyze the most current strategic management practices today by reviewing management theories, evaluating ethical dilemmas and developing unique strategies for organizations today. (Prerequisite: BUS 300) (Spring)

**BUS 410**  
**Business Law . . . . . (3 cr.)**  
 A first course in law for the business practitioner. Topics include U.S. Constitution and the Uniform Commercial Code, crimes and torts, courts and procedures, contracts, sales, business organizations, agency, government regulation, and property. Major themes include legal research, the international legal environment, ethics, and corporate responsibility. The course concludes with a moot court, in which students play the roles of plaintiff, defendant, counsel, clerk of court, judge, and jury. (Fall and Spring)

**BUS 413**  
**Entrepreneurship and Small Business Management (3 cr.)**  
 An advanced management course focusing on independent entrepreneurship, the start-up business, and the management of small businesses. Special emphasis is placed on market, financial, and cash flow analysis as key elements of formal business planning, and the family business. (Prerequisites: BUS 220, BUS 300, and BUS 322) (Fall)

**BUS 425**  
**Human Resource Management . . . . . (3 cr.)**  
 This course will study the policies, methods, and techniques that the professional human resource managers creates and implements to increase the effectiveness of an organization. Topics covered include acquiring, preparing, developing, training and compensating employees to assist companies in meeting the challenges of today's business environment. Awareness of legal issues in the realm of human resource management will also be covered. (Prerequisite: BUS 300 or consent of the instructor) (Previously BUS 412) (Spring)

**BUS 415**  
**Marketing Cases . . . . . (3 cr.)**  
 Marketing Cases is designed to address issues of market research, pricing strategies, channels of distribution, promotion, and strategies for changing markets within the context of real-world cases. The course concludes with student groups critiquing the marketing plan for an existing good or service and presenting their research. (Prerequisite: BUS 322) (Spring)

**BUS 420**  
**Money and Banking . . . . . (3 cr.)**  
 This course will cover the role of financial intermediation, the marketplace, the creation of money, and the macroeconomic impact of money supply controls and stabilization policies used by the central bank. Keynesian and classical monetarist approaches to monetary theory will be discussed. (Prerequisite: ECO 251 or ECO 251) (Fall)

**BUS 430**  
**Analysis of Financial Statements . . . . . (3 cr.)**  
 This decision-oriented course will emphasize the interpretation of financial disclosures as provided by the Income Statement, Balance Sheet, Statement of Cash Flows, and other supplementary data. The course will delve into the investing, lending, and performance assessment decisions firms' face on a daily basis; and with the information gained, will allow an analyst to determine the intrinsic value of the firm and its ability to create wealth. (Prerequisites: BUS 220, BUS 225 or consent of the instructor) (Previously BUS 422) (Fall)

**BUS 440 Insurance/Accounting Systems . . . . . (3 cr.)**

An introduction to the principles and practices of insurable risks of individuals and business. Analysis of insurance instruments used for minimizing income, property, casualty, health, life, disability, and liability risks. Understanding the principles of risk shifting, self-insurance, and other risk management techniques will be included. (Prerequisites: BUS 220) (Previously BUS 426) (Spring)

**BUS 450 Senior Seminar in Business . . . . . (4 cr.)**

An intensive study of selected topics in the strategic management of an enterprise. Students integrate their learning from previous course work to analyze comprehensive, complex, track-specific cases involving changes in technological, international, and demographic factors. Student teams develop strategic plans and receive feedback in a sophisticated simulation involving a real-world industry. (Prerequisite: Senior status or Consent of the Instructor) (Previously BUS 433) (Spring)

**BUS 495 Business Internship. . . . . (8 cr.)**

A semester of supervised internship in a domestic or international environment tailored to the student's career interests in either finance and banking, management, or marketing. This course will offer hands-on work experience.

**BUS 2010 Introduction to Business . . . . . (3 cr.)** *Online Course*

Presents the fundamentals of business principles and practices. Business strategies emphasized are decision making and planning, teamwork, technology, and communication. Topics include analysis of the business environment, starting a new business, managing business and employees, marketing, accounting, and finance.

**BUS 2026 Organizational Communication . . . . . (3 cr.)** *Online Course*

An in-depth study of the communication process as it pertains to modern organizations. Topics include communication responsibilities of managers, strategies involved in the communication process, methods of verbal and nonverbal communication in organizations, intercultural and international factors in the communication process, and conflict management. Software Required: Microsoft PowerPoint, or other presentation software.

**BUS 2201 Principles of Accounting . . . . . (3 cr.)** *Online Course*

An introduction to accounting information for financial reports, including accounting concepts, analysis and interpretation of financial reports, with an emphasis on the operating and financial activities. Measures income and expense, working capital and investments in calculating performances and making business decisions. Emphasis is on corporations and fund-flow.

**BUS 2551 Intercultural Management. . . . . (3 cr.)** *Online Course*

Present an overview of the international business with an emphasis on the role of culture. Review of the practical management functions necessary to develop global vision and management skills. Emphasis is placed on assessing the environment, ethics and social responsibility, communication skills, and formulating business strategies. Present international business structures and effective leadership skills for today's global economy.

**BUS 3201 Principles of Marketing . . . . . (3 cr.)** *Online Course*

Introduction to the functions of marketing, building on the influence of social, economic, ethical, legal, and technological forces on marketing activities, and marketing in a socially responsible way around the globe. Features real-world examples that show concepts in action and how marketers address today's marketing challenges.

**BUS 3210 Business Law . . . . . (3 cr.)** *Online Course*

Provides an analysis of business law and management skills. Learners gain knowledge of how public policy is formed and encourages a greater appreciation for modern organizational decision theory. Includes the study of general legal terms and applications utilized in managerial decision making.

**BUS 3211 Consumer Behavior. . . . . (3 cr.)** *Online Course*

Investigates consumer behavior as the study of people and the products that shape their identities. Presents personal and professional relevance to consumer behavior including psychological, social, economic and political foundations in consumer activities. Analyzing buying behavior, learners explore the products, services, and consumption activities which contribute to the broader social world from a multi-cultural perspective.

**BUS 3301 Financial Management. . . . . (3 cr.)** *Online Course*

Provides an analytical understanding of financial management, and builds upon the fundamental principles of elementary accounting, economic principles, and the interrelationships underlying the techniques and data through which financial decisions are based. Students are presented with a cohesive, interrelated set of content, which merges fundamental principles into problem-solution techniques. Topics include financial analysis and planning, time value of money, and basic security valuation. (Prerequisites: BUS 2201 and BUS 3620 or equivalent)

**BUS 3352 Human Resource Management . . . . . (3 cr.)** *Online Course*

Study of the policies, methods, and techniques that professional human resource managers create and implement to increase the effectiveness of the organization. Emphasis will be on leadership and human relations skills. Topics covered include acquiring, preparing, developing and compensating employees to assist companies in meeting the challenges of today's business environment. Awareness of legal issues in the realm of human resource management will also be covered. Software Required: Microsoft PowerPoint, or other presentation software.

**BUS 3451 Organizational Theory and Leadership . . . . . (3 cr.)** *Online Course*

A basic grounding in the principles of managing organizations and methods for improving management skill through knowledge of organizational behavior. Stresses the development of job-relevant skills and covers a wide range of behaviors. Areas of study can be applied to daily life.

**BUS 3551 Information Systems Management . . . . . (3 cr.)** *Online Course*

A comprehensive overview of the management of information systems, and the combination of hardware, software, and people that is vital to the successful operation of a business. The strategic role of information systems is examined, as well as the characteristics of computer systems, software applications, programming languages, and relational databases.

## UNDERGRADUATE COURSE DESCRIPTIONS

**BUS 3602** *Online Course*  
**Principles of Management** . . . . . (3 cr.)

A comprehensive knowledge and understanding of the dynamics involved in managing modern organizations. The history of management and its impact on the modern manager will be explored. The functions and elements of management will be examined.

**BUS 3620** *Online Course*  
**Managerial Accounting** . . . . . (3 cr.)

An introduction to the concepts and methods needed to assist management in the evaluation of the business enterprise and to aid in its planning, organizing, and controlling functions. Managerial accounting will focus on providing internal management with the information needed for setting goals for the company, directing their day-to-day operations, evaluating business operations with its stated goals, and providing appropriate feedback. (Prerequisite: BUS 2201 or equivalent)

**BUS/ORG 3651** *Online Course*  
**Leadership** . . . . . (3 cr.)

Presents the importance of leadership in conjunction with various leadership traits, styles, and qualities. Enhances the importance of having a vision, and the motivation to lead, social motives in the workplace, levels of morality and values, and the significance of empowerment for effective leadership. Topics include situational leadership, organizational climate, moral dilemmas, personal integrity, servant leadership, participative management, human relations, high-performance teams, diversity, cultural and interpersonal differences, workplace stress, performance management, and organizational change.

**BUS 3826** *Online Course*  
**Managerial Decision Making** . . . . . (3 cr.)

Theory of decision-making including the process of rational decision-making and the various problems associated with making rational decisions. Ethics and fairness in decision-making are highlighted, as well as the various ways to improve decision-making both as an individual and as a member of a group.

**BUS 3900** *Online Course*  
**Employment and Labor Law** . . . . . (3 cr.)

An examination of the legal aspects of employee recruitment, selection, dismissal, discrimination, health and safety issues, and other human resource management topics that are a part of the human resource management environment today. The historical and legal basis for labor relations and collective bargaining in the United States will also be covered including changes in union and management relations.

**BUS/ORG 4000** *Online Course*  
**Managing Diversity in Organizations** . . . . . (3 cr.)

The personal and organizational implications of increasing workforce diversity will be presented in this course. The aim is to explore the complex dynamics of ethnic, racial, and gender diversity in organizations as seen from the vantage point of social science and organizational studies. The course also examines the managerial implications of increasing cultural diversity in organizations, and the orientations to diversity adopted by organizations, the correlates of these approaches, and the possibilities for organization change.

**BUS/ORG 4040** *Online Course*  
**Communication Skills for Leaders** . . . . . (3 cr.)

Review of the importance of professionalism in all types of communications. This course provides you with the

opportunity to improve your abilities to communicate effectively, regardless of the medium or situation. Emphasis is placed on writing and presentation skills. You will also be given information that will enhance your understanding of factors contributing to group effectiveness to develop skills in working as a member of a group or project team.

**BUS/ORG 4060** *Online Course*  
**Team Building and Leadership** . . . . . (3 cr.)

Review of important issues relating to leadership. Analysis and discussion of leadership styles in both social and work situations and how to use this information when making business decisions within a team based environment. Includes leadership communication styles, the power of leaders, situational leadership, creativity and leadership, teamwork, motivation, coaching skills, emotional intelligence, and the impact of leaders on organizational decision-making.

**BUS/ORG 4080** *Online Course*  
**Creative Thinking and Problem Solving** . . . . . (3 cr.)

An in-depth study of many creative thinking and problem solving techniques that are essential for organizational leaders. Causal, deductive, and inductive arguments are described as well as the use of persuasion. Moral, legal, and aesthetic reasoning are also covered.

**BUS 4126** *Online Course*  
**Project Planning** . . . . . (3 cr.)

Provides the tools to understand, design, and apply systematic project management organization and administration. In addition to learning how to satisfy customer needs, this course will assist students in learning how to apply budgeting concepts, manage production time, invest resources, and create performance specifications designed with defined requirements.

**BUS 4160** *Online Course*  
**Negotiation/Conflict Resolution** . . . . . (3 cr.)

Using case studies, this course focuses on the development of the communication and management skills essential for successfully resolving conflict situations involving labor and management practices. The structural dysfunction of organizations is explored.

**BUS 4301** *Online Course*  
**International Financing** . . . . . (3 cr.)

Explores the new found importance and excitement of international financial management and highlights the new approaches in this field. Covers the theoretical foundations of international financial decisions, and the extensive applications of the theory to financial practice. The main objective is to develop critical thinking skills regarding the theory and practice of international financial management.

**BUS 4351** *Online Course*  
**International Economics** . . . . . (3 cr.)

An analysis of contemporary topics in international economics involving international trade, international finance, open market macroeconomics, international trade blocks, labor migration, and capital flows including those resulting from operations of multinational firms.

**BUS 4426** *Online Course*  
**International Management** . . . . . (3 cr.)

A study of the challenges that confront the managers of organizations and individuals in global settings. Special focus on benefits from diversity that exists across international cultures, markets, economics, governments and organizations. A general overview of the process and effect of internationalization in contemporary business.

**BUS 4446** *Online Course*  
**International Legal Operations . . . . . (3 cr.)**

An examination of the role of international and comparative law, including the laws governing multinational enterprises; foreign investment; money and banking; and sales of goods, services, labor, intellectual property, transportation, financing, taxation, and disputer settlement. Reviews the most important international organizations, from the Bank of International Settlements to the World Trade Organization.

**BUS 4501** *Online Course*  
**International Human Resource Management. . . . . (3 cr.)**

Examines three broad areas of international human resource management by examining human behavior within organizations from an international perspective; comparing and analyzing HRM systems in various countries and regions of the world; and focusing on key aspects of HRM systems in multinational firms.

**BUS 4601** *Online Course*  
**Recruitment and Staffing . . . . . (3 cr.)**

Analysis of a comprehensive staffing model. Components of the model include staffing models and strategy, staffing support systems (legal compliance, planning, job analysis, and rewards), core staffing systems (recruitment, selection, and employment), and staffing system and retention management.

**BUS 4653** *Online Course*  
**International Trade . . . . . (3 cr.)**

Provides a solid background of the key factors that influence international trade and the manner in which Economic policy affects both trade flows and the nature of economic activity. Relationships between trade and growth, effects of labor and capital movements between countries, and the key factors that influence relative costs between countries are also examined.

**BUS 4680** *Online Course*  
**Human Resource Development . . . . . (3 cr.)**

Provides an organizational development model in human resource management to prepare professionals to train and develop people throughout the career continuum in the international arena. Presents an overview of mentoring and coaching, the role of team leaders and managers in performance appraisals, and orientation programs.

**BUS 4700** *Online Course*  
**Compensation and Benefits . . . . . (3 cr.)**

This course provides a background in the art of developing and administering compensation and benefit practices for organizations. Topics covered will include the criteria used to create a competitive package, and the theories and practices used to implement, maintain, and revise a compensation and benefits package for today's environment.

**BUS 4750** *Online Course*  
**Human Resource Management Strategy and Emerging Issues . . . . . (3 cr.)**

This course explores the importance of aligning human resource goals and issues with the long-term goals and strategies of the organization. Topics may include human resources best practices, the changing role of the human resource function in today's organizations, guiding and leading change, examination of how HR activities can be a key to long-term success, and talent management for today's workforce.

**BUS 4751** *Online Course*  
**Business Ethics . . . . . (3 cr.)**

An introduction to business ethics. Part philosophy and part business, the course explores a wide array of ethical issues arising in contemporary business life. Major theoretical perspectives and concepts are presented. Corporate social responsibility is examined. Environmental responsibilities, global ethics, and regulation concerns in an era of increasing globalization are also explored.

**BUS 4851** *Online Course*  
**Production Management. . . . . (3 cr.)**

Concerned with the production of goods and services in an efficient and effective business operation. The course also addresses the management of resources, the distribution of goods and services to customers, and the analysis of queue systems.

**BUS 4951** *Online Course*  
**Business Policy and Strategy. . . . . (3 cr.)**

This course provides an overview of strategic management. A practical, integrative model of the strategic-management process is introduced. Basic activities and terms in strategic management are defined. The benefits of strategic management are presented. Important relationships between business ethics and strategic management are discussed. In addition, the readings initiate discussion of three themes that are present throughout the course: global considerations, electronic commerce, and the strategic implications of the natural environment.

// **CHEMISTRY**

**CHM 121**  
**Chemistry in Society . . . . . (3 cr.)**

Survey of the impact and importance of chemistry on our lives, including topics such as food, energy, pollution, genetics, and medicine. Note: This course does not meet the general chemistry requirement for pre-professional programs, and it does not meet the core lab science requirement.

**CHM125**  
**Chemistry in Context. . . . . (4 cr.)**

This course is a survey of the impact of chemistry in our lives, including topics such as food, energy, pollution, genetics, forensics, and medicine. Laboratory portion focused on general chemistry experiments and introduces the student to techniques used in a forensics lab. Note: This course does not meet the general chemistry requirement for pre-professional programs; however, it does meet the core lab science requirement.

**CHM 131**  
**General Chemistry I . . . . . (4 cr.)**

This is the first course of a two-semester sequence that is the prerequisite to all advanced chemistry courses. Topics include stoichiometry, chemical periodicity, atomic and molecular structure, changes of state, and thermochemistry, with applications in other sciences and the world. Three lectures, one 3-hour laboratory. (Prerequisites: One year of high school chemistry and two years of high school algebra, all with at least a C, or their equivalents) (Course Fee \$65)

## CHM 132

### General Chemistry II . . . . . (4 cr.)

This course is the continuation of Chemistry 131 and completes a two-semester sequence in general chemistry. Topics include rates of chemical reactions, equilibrium, thermodynamics, acid-base chemistry, descriptive chemistry, and electrochemistry, with applications in other sciences and the world. Three lectures, one 3-hour laboratory. (Prerequisite: CHM 131 with at least a C or its equivalent) (Course Fee \$65)

## CHM 241

### Organic Chemistry I . . . . . (4 cr.)

This course is the first of a two-semester sequence of the chemistry of carbon compounds. Topics include structure and bonding, nomenclature, reactivity of different functional groups, and reaction mechanisms, with applications in other sciences and the world. Three lectures, one 3-hour laboratory. (Prerequisite: CHM 132 with at least a C or its equivalent) (Course Fee \$65)

## CHM 242

### Organic Chemistry II . . . . . (4 cr.)

This course is the continuation of Chemistry 241 and completes a two-semester course in organic chemistry. Topics include applications of the principles from CHM 241 to solving problems in structure elucidation, stereochemistry, and synthesis as applied to other sciences and the world. Three lectures, one 3-hour laboratory. (Prerequisite: CHM 241 with at least a C or its equivalent) (Course Fee \$65)

## COMPUTER INFORMATION SYSTEMS

## CIS 101

### Computer Applications I . . . . . (2 cr.)

Introduction to computers and applications, especially for personal use. Hands-on experience with a word processor, presentation software, a spreadsheet, a database management system, and Web-based applications. (Replaced by BUS155 Computer Applications)

## CIS 101A

### Business Intelligence . . . . . (1 cr.)

A survey of information systems topics: The role of information systems in an organization, roles and characteristics of information systems professionals, information systems career paths, information system life-cycle, software acquisition and development, types of information systems, and workflow systems. (Replaced by BUS155 Computer Applications)

## CIS 130

### Programming Fundamentals. . . . . (3 cr.)

An introduction to the concepts, logic, and methods of the computer programming and graphical user interface (GUI) development in a windowing environment. Topics: variables, data types, calculations, decision and looping control features, functions and procedure, and arrays. Includes hands-on experience with application design, coding, and testing using the Visual Basic .NET programming environment. (Prerequisite: high school algebra)

## CIS 233

### Programming Fundamentals II. . . . . (4 cr.)

Extension of programming concepts using a graphical user interface (GUI) development in a windowing environment.

Topics: classes and objects, collections, data validation and exception handling, and database programming. Hands-on experience with problem solving and prototyping a computer user interface with personal computers using Visual Basic, spreadsheet, and database software. (Prerequisites: CIS 101 and CIS 130)

## CIS 311

### IS Theory and Practice . . . . . (4 cr.)

Introduction to information systems concepts, system acquisition and development, information technology, and application software. Topics: System concepts, system components, organization structures, information as an organizational resource, specification, design, acquisition and evaluation of information systems, information and data base systems, software package solution, networks, and telecommunication systems. Hands-on experience with using the Internet as an information source and the development of Internet-based applications. (Prerequisite: CIS 101)

## CIS 340

### Analysis and Logical Design . . . . . (4 cr.)

Students with information technology skills will learn to analyze and design information systems. This course emphasizes data and functional modeling from an organizational perspective, cost-benefit analysis, data modeling using the relational data model, flow of information through a system, and analysis of the user interface through prototyping. Communication, inter-viewing, interpersonal, and project management skills are enhanced through interaction with system users, team projects, preparation of requirements and design documentation, and presentation of system proposals. Topics include: systems development life cycle, requirements analysis, enterprise modeling, cost benefit analysis, data dictionaries, detailed data modeling, entity-relationship diagrams, relational data model, normalization, logical design, data flow analysis, prototyping, and graphical user interfaces. (Prerequisites: CIS 311 and CIS 233)

## CIS 442

### E-business Strategies, Architecture, and Design . . (4 cr.)

A comprehensive examination of e-business from a consumer, business, and government perspective. The course involves the study of e-business strategies: business-to-consumer, business-to-business, consumer-to-consumer, e-commerce infrastructure, designing and managing online storefronts, payment acceptance, security issues, and the legal and ethical challenges of e-business. Hands-on experience will be given with the web-based technologies used to support the e-business strategies. (Prerequisite: CIS 340 or permission of instructor)

## CIS 1050

*Online Course*

### Computer Essentials . . . . . (3 cr.)

Explores computer literacy topics in a very basic, hands-on environment. Presents the fundamentals of computer hardware and software, the Internet, operating systems, and current application software within Microsoft Office Suite.

## CIS 3000

*Online Course*

### Advanced Word . . . . . (1 cr.)

This course will examine features in Word that are not covered by most basic courses. The course emphasis will be projects that mimic real-life business applications. Concepts include creating Macros, performing mail merges, formatting documents for APA style, and using advanced tools to streamline processes. Software Required: Microsoft Word 2010

**CIS 3001** *Online Course*  
**Advanced Excel** . . . . . (1 cr.)  
 This course will examine features in Excel that are not covered by most basic courses. The course emphasis will be projects that mimic real-life business applications. Concepts include consolidating data, using what-if scenarios, editing charts, and using data in a database-style format. Software Required: Microsoft Excel 2010

## // COMMUNICATIONS

**COM 101**  
**Graphic Core** . . . . . (2 cr.)  
 The course Graphic Core provides students with an introduction to the Adobe Creative Suite (the software used in the field of communications). Students will have hands-on experience learning and using Illustrator, Photoshop, and InDesign. This course also familiarizes students with the multimedia lab. (Fall/Spring)

**COM 102**  
**Digital Core** . . . . . (2 cr.)  
 Students will learn basic computer skills and explore the equipment associated with the field of visual communications. This introductory course will give students practical experience using digital equipment (such as a video camera, a digital camera with adjustable shutter speeds and apertures, etc.) and then educate them in production processes, techniques, and software related to each tool. (Fall/Spring)

**COM 103**  
**Mass Communications and Society** . . . . . (3 cr.)  
 A history and explanation of the relationship between mass communication and our popular culture, including technological, economic, and legal. Magazines, newspapers, movies, radio, television, and music are examined along with types of media control, advertising, public relations, and changing technologies. (Fall/Spring)

**COM 104**  
**News Gathering and Reporting** . . . . . (3 cr.)  
 What news is, how it is gathered, and how it is reported forms the basis of this course which offers practice in news writing and editing. Student work is used to positively affect the quality of Waldorf's newspaper, The Lobbyist. (Fall)

**COM 201**  
**Visual Theory** . . . . . (3 cr.)  
 This course attempts to provide students with the critical thinking skills necessary for viewing and producing visual media. The objective of the course is to provide students with a grounding in visual communication theory, sharpen their critical eye in viewing visual phenomena and to provide them with the skills to produce effective visuals. (Prerequisite: COM104 or consent of the instructor) (Fall/Spring)

**COM 202**  
**Television Production** . . . . . (3 cr.)  
 Acquaints students with the basic equipment, techniques, and procedures of video production and writing. Emphasis is hands-on production in Waldorf's all-digital video facilities. (Students should also enroll in Television Practicum while taking this course.) (Course Fee \$40) (Spring)

**COM 203**  
**Radio** . . . . . (3 cr.)  
 Acquaints students with the basic equipment, techniques, and procedures of radio production and control room

operation. Emphasis is hands-on production and On-Air performance in Waldorf's all-digital radio station, KZOW-FM 91.9. (Students should also enroll in Radio Practicum while taking this course.) (Course Fee \$40) (Fall)

**COM/POL 204**  
**Introduction to Public Relations** . . . . . (3 cr.)  
 A general overview of public relations as a four-step process. Process application as it relates to case studies in media relations, internal communications, community relations, public affairs, and communications. (Spring)

**COM 211**  
**Intermediate Journalism** . . . . . (3 cr.)  
 Continuation of News Gathering and Reporting. The course includes writing of feature stories and more in-depth news stories, such as investigative reporting and editorial writing. Students are given more time to write and more feedback from the instructor in developing stories. (Prerequisite: COM 104 or consent of instructor) (Fall)

**COM 227**  
**Fundamentals of Typography** . . . . . (3 cr.)  
 Basic graphic design concepts will be used in conjunction with principles of typography to explore 2-D and 3-D design composition. Students will learn how to integrate typography with images and symbols and how to use type for communication. Theory and investigation of grid systems, structures, and the principles of visual organization will also be explored. (Prerequisite: COM 101 or consent of instructor) (Spring)

**COM 280, COM 281, COM 282, COM 283**  
**Communication Practicum** . . . . . (.5 cr.)  
 Offers authentic production experience and leadership training in one or more of the campus media—radio, television, newspaper, and magazine. Required of all Communications majors each semester.

**COM 301**  
**Publication Design** . . . . . (3 cr.)  
 Publication Design is the process of selecting type and images and arranging these elements into an aesthetically pleasing multi-page document. This course will challenge students to consider page flow and layout, while undertaking the task of learning the page layout software, InDesign. (Fall)

**COM 314**  
**History of Graphic Design** . . . . . (3 cr.)  
 This course surveys the major historical eras and the graphic designers' influential in each era. It will also explore how these developments and achievements have led to the current state of graphic design. Students will be introduced to the innovations and breakthroughs in technology that have shaped the field of graphic design from the earliest form of communication to the present. (Fall)

**COM 318**  
**Editing** . . . . . (3 cr.)  
 Students learn that editing is part science, part art, and part diplomacy. Science means mastering language skills—spelling, grammar, punctuation, usage, and style—and using them to ensure that copy is clear, accurate, and consistent. Art means making the writing tight and effective through word choice and economy. Diplomacy means knowing when to change copy and when to leave well enough alone. Students learn how editors play the roles of gatekeeper and quality-control agent. Those not interested in editing as a career will learn valuable skills to improve their writing. (Fall)

**COM 319**  
**Electronic Field Production. . . . . (3 cr.)**  
 A practical experience in the essential techniques of Electronic Field Production EFP/Single Camera Video SCV. An exploration of the client-producer relationship established through the Action Plan process. The class at large will be involved in a client based project. Students will also be required to acquire and produce a client based video project. Students should also enroll for TV Practicum while taking this course. (Fall)

**COM 322**  
**Broadcast Journalism. . . . . (3 cr.)**  
 A practical experience in the essential techniques of writing and producing a weekly news broadcast. Each student will be responsible for producing a weekly story and fulfilling a role in the production crew. Emphasis—hands-on production in Waldorf’s state of the art WAL-TV, Channel 3 FCTV, and Channel 99 Mediacom. Students should enroll for TV Practicum while taking this course. (Prerequisite: COM 202 or consent of instructor) (Course Fee \$40) (Spring)

**COM 370**  
**Techniques of Literary Journalism. . . . . (3 cr.)**  
 This course will be a hybrid of textual study and writing. Students will read, discuss, and write about a broad selection of contemporary creative nonfiction and literary journalism; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as writers themselves, with the intent of discovering new possibilities and techniques inside the genre of creative nonfiction/literary journalism. Students will also draft a significant number of essays and articles in response to the readings and revise them for a techniques workshop and a final portfolio. (Prerequisites: CWR 201 or COM 211 or consent of instructor)

**COM 389**  
**Communications World Trip . . . . . (1-4 cr.)**  
 This course is designed to prepare students for an overseas travel experience. Students will study the history and culture of the destinations prior to the actual trip. The class will continue while on site. Trip sites vary. Previous Communications World Trips have included the country of Italy, along with city stops in Paris, France and London, England. (Prerequisite: The trip is open to Communications majors in good academic standing. Priority is given to upperclassmen) (Offered during the Spring and May term of even-numbered years).

**COM 395**  
**Communication Internship. . . . . (4-8 cr.)**  
 Internships are designed to give students practical experience in the field of their choice by placing them in a professional setting. A minimum total of 100 hours of work is required for four credit hours. (The communication internship will be evaluated with a letter grade, rather than being graded on a pass/fail basis.)

**COM 401**  
**Web Design. . . . . (4 cr.)**  
 This course explores the basics of designing and developing functioning web pages. Students examine effective interface design, target marketing, along with client development, user experience, and usability. Throughout the duration of the course students will produce both a portfolio website for their personal use and have a practical experience with a client-based web project. (Prerequisite: COM 201 or consent of instructor) (Course Fee \$40)

**COM/POL 422**  
**Public Relations Skills . . . . . (3 cr.)**  
 Instruction in the basic skills needed for public relations programming including strategic and organizational planning, special events planning, and persuasive writing. Includes sample analysis, writing projects, and actual events planning. (Fall)

**COM 432**  
**Photojournalism . . . . . (4 cr.)**  
 The class objective is to learn to create meaningful pictures that are sound in composition and technique, and that tell a story. The students will learn to match pictures with words, and to use pictures to portray a chronology or a process, or to show relationships. The students will learn how photography departments work at newspapers and magazines. (Spring)

**COM 434**  
**Advanced Media . . . . . (4 cr.)**  
 An advanced project-oriented approach to either television, video, radio, or multimedia production. Emphasis is on practical application of production skill learned in previous courses. All projects must be client-based and require distribution. (Prerequisite: junior standing and consent of instructor) (Summer)

**COM 441**  
**Mass Media Law . . . . . (4 cr.)**  
 Discusses the legal issues affecting the mass media, including First Amendment rights, libel, fair trial rights, privacy, and public access to information. Students study the U.S. Constitution, court cases, and legislative actions which are the foundations for media law. (Fall)

**COM 442**  
**Media Literacy . . . . . (4 cr.)**  
 Senior level course that examines issues in communications. Topics will vary from year to year.

**COM 452**  
**Senior Capstone . . . . . (4 cr.)**  
 Gives students a chance to prepare a portfolio of work which can be used to gain entrance to graduate school or gainful employment. Students will be allowed to stress their area of interest—news writing, radio, video, public relations, etc.—but will also be required to show a broad range of talent in the communications area. (Spring)

**COM 461**  
**Web Design II. . . . . (4 cr.)**  
 This course will introduce students to user interface design: the process of analyzing, testing, and formulating conclusions in order to facilitate a user’s experience online. Students will learn methods for testing, allowing them to find patterns where usability issues stand out, break down these issues, and recommend new solutions for improvement. (Prerequisite: COM 401 or consent of instructor)

**COM 462**  
**Radio II . . . . . (3 cr.)**  
 A practical experience in station programming, management, and on-air operations. Emphasis placed on hands-on operation of Waldorf’s all-digital radio facilities, KZOW-FM 91.9. Students should also enroll in Radio Practicum while taking this course. (Prerequisite: COM 203 or consent of instructor) (Course Fee \$40)

**COM 470**  
**Advanced Writing Workshop—Literary Journalism (3 cr.)**  
 This course will allow students to receive informed feedback on their own written work from an engaged and concerned

audience. Over the course of the semester, students will write at least three full-length pieces and present them in class for discussion. Utilizing the advice and ideas they receive in workshop, students will then revise each piece for inclusion in a final portfolio of work. Each week, students will also respond to the work of their classmates with letters that address the aims, strengths, and weaknesses of the essays under discussion. (Prerequisite: COM 370 or consent of instructor)

**COM 1010** *Online Course*  
**Graphic Core . . . . . (3 cr.)**

This course will introduce students to the digital software skills used in graphic design. This is a working studio class where students will go through demonstrations and hands-on applications to better understand the Adobe CS Design Collection – Illustrator, Photoshop and InDesign. Software Required: Adobe CC. Hardware Required: Mac computer with specs listed at [www.waldorf.edu/Online/Academics/Programs-of-Study/Communications](http://www.waldorf.edu/Online/Academics/Programs-of-Study/Communications)

**COM 1020** *Online Course*  
**Digital Core . . . . . (3 cr.)**

This course provides students with an introduction to digital production and social media. Students will explore Flickr, Facebook, Twitter, Keynote, Final Cut Pro X, YouTube, LinkedIn and WordPress. Students will build an online portfolio using the above software. This portfolio will be used to showcase projects throughout their career at Waldorf University. Software Required: Software Required: Keynote, Final Cut Pro X Hardware Required: Mac computer with specs listed at [www.waldorf.edu/Online/Communications](http://www.waldorf.edu/Online/Communications).

**COM 1030** *Online Course*  
**Mass Communications and Society . . . . . (3 cr.)**

A history and explanation of the relationship between mass communication and our popular culture, including technological, economic, and legal. Magazines, newspapers, movies, radio, television, and music are examined along with types of media control, advertising, public relations, and changing technologies.

**COM 1040** *Online Course*  
**News Gathering and Reporting . . . . . (3 cr.)**

What news is, how it is gathered, and how it is reported forms the basis of this course that offers practice in news writing and editing. Student work is used to positively affect the quality of Waldorf’s newspaper, The Lobbyist.

**COM 2010** *Online Course*  
**Visual Theory . . . . . (3 cr.)**

This course provides students with the critical thinking skills necessary for viewing and producing visual media. The objective of the course is to provide students with a grounding in visual communication theory, sharpen their critical eye in viewing visual phenomena, and to provide them with the skills to produce effective visuals. Software Required: Adobe CC Design. Hardware Required: Mac computer with specs listed at [www.waldorf.edu/Online/Communications](http://www.waldorf.edu/Online/Communications). (Prerequisite: COM 1010 Graphic Core, or equivalent)

**COM 2040** *Online Course*  
**Introduction to Public Relations . . . . . (3 cr.)**

This course serves as a general overview of public relations as a four-step process. Process application as it relates to case studies in media relations, internal communications, community relations, public affairs, and communications. Software Required: Adobe CC Design. Hardware Required: Mac computer with specs listed at [www.waldorf.edu/Online/](http://www.waldorf.edu/Online/)

Communications. (Prerequisites: COM 1010 or equivalent, COM 2010 or equivalent)

**COM 3020** *Online Course*  
**Radio Production . . . . . (3 cr.)**

The primary objective of this course is to familiarize students with the basic concepts, principles, practice, and profession of Radio in society and as a career. This is a foundation course for students considering radio as a career and a supplemental course for students involved in digital media production and in other fields. Software Required: Avid ProTools, MegaSeg, Podcast. Hardware Required: Mac computer with specs listed at [www.waldorf.edu/Online/Communications](http://www.waldorf.edu/Online/Communications). (Prerequisite: COM 1020 or equivalent)

**COM 3030** *Online Course*  
**Television/Film Production . . . . . (3 cr.)**

The primary objective of this course is to familiarize students with the basic concepts, principles, practice, and profession of digital media production. This is a foundation course for students considering digital media production as a career and a supplemental course for students involved in digital media production in other fields. Software Required: Final Cut Pro X. Hardware Required: Video Camera. Hardware Required: Video camera, Mac computer with specs listed at [www.waldorf.edu/Online/Communications](http://www.waldorf.edu/Online/Communications). (Prerequisites: COM 1020 or equivalent; COM 3020 or equivalent)

**COM 3180** *Online Course*  
**Editing . . . . . (3 cr.)**

Students learn that editing is part science, part art, and part diplomacy. Science means mastering language skills—spelling, grammar, punctuation, usage, and style—and using them to ensure that copy is clear, accurate, and consistent. Art means making the writing tight and effective through word choice and economy. Diplomacy means knowing when to change copy and when to leave well enough alone. Students learn how editors play the roles of gatekeeper and quality-control agent. Those not interested in editing as a career will learn valuable skills to improve their writing.

**COM 3400** *Online Course*  
**Digital Imaging . . . . . (3 cr.)**

An in-depth study of digital still photography and the capabilities of computers to manage, enhance, and manipulate images. Using Adobe Photoshop, the student will study and perform techniques previously possible only in the darkroom, plus explore capabilities only available using computers. Besides covering the basic and advanced techniques, the course is intended to expand student understanding of digital imaging as a means of visual communication. Software Required: Adobe CC Design. Hardware Required: Mac computer with specs listed at [www.waldorf.edu/Online/Communications](http://www.waldorf.edu/Online/Communications). (Prerequisites: COM 1010 or equivalent, COM 1020 or equivalent, COM 2010 or equivalent)

**COM 4010** *Online Course*  
**Web Design . . . . . (3 cr.)**

This course explores the basics of designing and developing functioning web pages. Students examine effective interface design and target marketing, along with client development, user experience, and usability. Throughout the duration of the course, students will produce both a portfolio website for their personal use and have a practical experience with a client-based web project. Software Required: Adobe CC Design. Hardware Required: Mac computer with specs listed at [www.waldorf.edu/Online/Communications](http://www.waldorf.edu/Online/Communications). (Prerequisites: COM 1010 or equivalent, COM 1020 or equivalent, COM 2010, or equivalent)

**COM 4220** *Online Course*  
**Public Relations Skills . . . . . (3 cr.)**  
 Instruction in the basic skills needed for public relations programming, including strategic and organizational planning, special events planning, and persuasive writing. Includes sample analysis, writing projects, and actual events planning. Software Required: Adobe CC Design. Hardware Required: Mac computer with specs listed at [www.waldorf.edu/Online/Communications](http://www.waldorf.edu/Online/Communications). (Prerequisite: COM 2040 or equivalent)

**COM 4360** *Online Course*  
**Crisis Management . . . . . (3 cr.)**  
 This course will cover practical strategies useful for a Public Information Officer (PIO). (Prerequisite: COM 4220 or equivalent)

**COM 4410** *Online Course*  
**Mass Media Law . . . . . (3 cr.)**  
 Discusses the legal issues affecting the mass media, including First Amendment rights, libel, fair trial rights, privacy, and public access to information. Students study the U.S. Constitution, court cases, and legislative actions that are the foundations for media law.

**COM 4420** *Online Course*  
**Media Literacy . . . . . (3 cr.)**  
 A senior-level course that examines issues in communications. Topics will vary from year to year.

**COM 4520** *Online Course*  
**Senior Capstone . . . . . (3 cr.)**  
 Gives students a chance to prepare a portfolio of work that can be used to gain entrance to graduate school or gainful employment. Students will be allowed to stress their area of interest—news writing, radio, video, public relations, etc.—but will also be required to show a broad range of talent in the communications area. Software Required: Adobe CC Design. Hardware required: Mac computer with specs listed at [www.waldorf.edu/Online/Communications](http://www.waldorf.edu/Online/Communications)

## // CREATIVE WRITING

**CWR 201**  
**Introduction to Creative Writing . . . . . (3 cr.)**  
 This course will introduce the techniques and vocabulary of creative writing in three genres: fiction, creative nonfiction, and poetry. Along with craft texts, students will read a wide variety of contemporary literature and produce a number of creative pieces in response, as well as extensively revise one piece in each genre for inclusion in a final portfolio of work. (Prerequisites: ENG 121 or ENG107 or with permission from the course instructor)

**CWR 370**  
**Techniques of Creative Nonfiction. . . . . (3 cr.)**  
 This course will be a hybrid of literary study and creative writing. Students will read, discuss, and write about a broad selection of contemporary creative nonfiction; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as writers themselves, with the intent of discovering new possibilities and techniques inside the genre of creative nonfiction. Students will also draft a significant number of scenes and essays in response to the readings and revise them for a techniques workshop and a final portfolio. (Prerequisite: CWR 201 or with permission from the course instructor.)

**CWR 375**  
**Techniques of Poetry . . . . . (3 cr.)**  
 This course will be a hybrid of literary study and creative writing. Students will read, discuss, and write about a broad selection of contemporary poetry; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as poets themselves, with the primary intent of discovering new poetic possibilities and techniques. Students will also draft a significant number of poems in response to the readings and revise them for a techniques workshop and a final portfolio. (Prerequisite: CWR 201 or with permission from the course instructor)

**CWR 380**  
**Techniques of Fiction . . . . . (3 cr.)**  
 This course will be a hybrid of literary study and creative writing. Students will read, discuss, and write about a broad selection of contemporary short fiction; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as writers themselves, with the intent of discovering new possibilities and techniques in the creation of fictions. Students will also draft a significant number of scenes and stories in response to the readings and revise them for a techniques workshop and a final portfolio. (Prerequisite: CWR 201 or with permission from the course instructor)

**CWR/THR 385**  
**Playwriting . . . . . (3 cr.)**  
 An introductory and exploratory study concerning the elements and process of playwriting. This course will place emphasis upon developing and understanding play structure, dramatic analysis, and the creative process. Activities in this course will focus upon creating and revising original play scripts.

**CWR 390**  
**Special Topics in Creative Writing . . . . . (3 cr.)**  
 This course will be a hybrid of literary study and creative writing, with the genre and/or type of writing determined by the instructor. Students will read, discuss, and write about a broad selection of contemporary literature; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as writers themselves, with the intent of discovering new possibilities and techniques. Students will also draft a significant number of pieces in response to the readings and revise them for a techniques workshop and a final portfolio. Possible topics here include: novel writing, nature and travel writing, memoir writing, historical fiction, formal verse, spiritual poetry, and landscape and loss in creative nonfiction, among others. (Prerequisite: CWR 201 or with permission from the course instructor)

**CWR 470**  
**Advanced Writing Workshop—Creative Nonfiction (3 cr.)**  
 This course will allow students to receive informed feedback on their own written work from an engaged and concerned audience. Over the course of the semester, students will write at least three full-length essays and present them in class for discussion. Utilizing the advice and ideas they receive in workshop, students will then revise each piece for inclusion in a final portfolio of work. Each week, students will also respond to the work of their classmates with letters that address the aims, strengths, and weaknesses of the essays under discussion. (Prerequisite: CWR 370 or with permission from the course instructor)

**CWR 475**

**Advanced Writing Workshop—Poetry . . . . . (3 cr.)**

This course will allow students to receive informed feedback on their own written work from an engaged and concerned audience. Over the course of the semester, students will write at least ten poems and present them in class for discussion. Using the advice and ideas they receive in workshop, students will revise each piece for inclusion in a final portfolio of work. Students will also respond to the work of their classmates with response letters that address the aims, strengths, and weaknesses of the essays under discussion. (Prerequisite: CWR 375 or with permission from the course instructor)

**CWR 480**

**Advanced Writing Workshop—Fiction . . . . . (3 cr.)**

This course will allow students to receive informed feedback on their own written work from an engaged and concerned audience. Over the course of the semester, students will write at least three full-length stories and present them in class for discussion. Utilizing the advice and ideas they receive in workshop, students will then revise each piece for inclusion in a final portfolio of work. Each week, students will also respond to the work of their classmates with letters that address the aims, strengths, and weaknesses of the essays under discussion. (Prerequisite: CWR 380 or with permission from the course instructor)

**CWR 490**

**Literary Editing . . . . . (12 cr.)**

This course will introduce advanced writing students to the history, purposes, and workings of literary magazines; help students more deeply engage the world of contemporary literary magazines; and allow students hands-on experience editing the campus literary magazine. (Prerequisite: Approval from the course instructor required)

**CWR 495**

**Creative Writing Internship**

**CWR 499**

**Senior Thesis**

// **CRIMINAL JUSTICE**

**CRJ 120**

**Introduction to Criminal Justice Administration . . (3 cr.)**

This course provides a description of the components of the American criminal justice system: police, courts and corrections. Students utilize critical thinking skills to discern the balance between individual rights and public order as it pertains to the criminal justice process. Students demonstrate knowledge of criminal justice processes through examinations, discussions and readings. Additionally, students participate in classroom experiences designed to explore the various career opportunities within the criminal justice system. This course is required prior to taking any other criminal justice courses. (Fall)

**CRJ 150**

**Introduction to Law Enforcement . . . . . (3 cr.)**

This is an introductory course into the field of law enforcement. It will present the historical development of law enforcement, as well as the organization, administration and systems of local, state and federal policing. Discussions will also include patrol operations, investigations, and issues in policing. (Prerequisite: CRJ 120) (Fall)

**CRJ 220**

**Theory and Practice of Corrections . . . . . (3 cr.)**

This is an introductory course into the field of corrections. It examines the correctional system from its beginning through current times. The practices and principles of corrections in the U.S. will be examined, including detailed discussions of jails and prisons in the local, state, and federal levels. Inmate behaviors and current trends in corrections will also be addressed. (Prerequisite: CRJ 120) (Fall)

**CRJ 250**

**Introduction to Criminology . . . . . (3 cr.)**

This course discusses the defining and investigation of criminal behavior, the theories and influences on people's lives, including an individual's family, peers, environment, personal choices and society as a whole. (Prerequisite: CRJ 120) (Spring) (Previously known as Inside the Criminal Mind)

**CRJ 260**

**Management and Supervision Skills for Criminal Justice Personnel . . . . . (3 cr.)**

This course is designed to help the student learner bridge the gap between concept and practice, and provide them with a knowledge and understanding of the myriad of roles and responsibilities affiliated with management in criminal justice. (Prerequisite: CRJ 120, CRJ 150, and CRJ 220) (Offered every 2 years, in Spring)

**CRJ/PSY 300**

**Mental Illness & Crime . . . . . (3 cr.)**

This course will assist students to learn the dynamics behind the correlation of crime and mental illness. With the growing population of those with mental illness, within the system, this course is relevant to policing, corrections and courts personnel, as well as all other aspects of the criminal justice system. Students will explore myths and realities; as well learn about specific disorders in which they will deal with in the field. Sociological issues of gender, class and race will be included wherever relevant. (Prerequisite: CRJ 120, CRJ 250 and PSY 111; or PSY student with permission from the Department Chair)(Fall rotation)

**CRJ/PSY 305**

**Victimology**

This course will examine trends and patterns of victimization throughout history. This course will explore rights related to victims, fair treatment, empowerment and compensation. Focus will be given to society's response to victims and their problems, as well as victimization by the justice system. (Prerequisite: CRJ 120, CRJ 250 and PSY 111; or PSY student with permission from the Department Chair)(Fall rotation)

**CRJ 320**

**Juvenile Justice and Delinquency . . . . . (3 cr.)**

This course examines the juvenile justice system from its development through current trends. It will address risk factors associated with delinquent behavior, the development of juvenile gangs, the court process and intervention and treatment strategies. (Prerequisite: CRJ 120 or an Education major with permission from the Department Chair) (Spring)

**CRJ 330**

**Judicial Process . . . . . (3 cr.)**

This course examines the American judiciary in relationship to state and federal criminal justice systems, including court structure, jurisdiction, selection of judges, and judicial discretion. Emphasis is given to contemporary issues confronting the American courts. (Prerequisite: CRJ 120 or History student with permission from the Department Chair) (Fall)

**CRJ 360**

**Criminal Law . . . . . (3 cr.)**

This course examines the nature and foundations of American criminal law including classification and analysis of principles of criminal law and crimes against persons and property, criminal responsibility and defenses, and constitutional concerns. (Prerequisite: CRJ 120 and CRJ 330) (Spring)

**CRJ 370**

**Criminal Investigations. . . . . (3 cr.)**

Presents a study of the development of the investigative procedures and techniques from early practices to modern-day forensic science capabilities with an emphasis on leadership, investigation, and case preparations (Prerequisite: CRJ 120, CRJ 150, and CRJ 330) (Spring)

**CRJ 400A**

**Diversity and Ethics in Criminal Justice . . . . . (3 cr.)**

This course provides insight into the importance of diversity and ethical behavior on background information, current diversity situations, and future trends involving diversity. The roles of practitioners regarding controversial opinions, types of diversity, etc. are explored. Students will focus their classroom experience on scenarios and situations in the criminal justice field, in order to gain insight into the potential ethical issues they may face in the upon graduation. Recommended for Senior year or upon completion of the CRJ core. (Prerequisites: CRJ 120, CRJ 150, CRJ 220, CRJ 250, CRJ 330, CRJ300, CRJ305 or with permission from the Department Chair) (Fall)

**CRJ 420**

**Probation and Community Corrections . . . . . (3 cr.)**

This course examines probation and community corrections from its inception through current times. Students will examine the philosophy behind probation and other forms of community corrections as well as its implementation in the United States. This course will also address the roles and responsibilities of practitioners and the relationship of probation and community corrections to other components in the criminal justice system. (Prerequisite: CRJ 120 and CRJ 220) (Fall)

**CRJ 430**

**Senior Seminar in Criminal Justice. . . . . (3 cr.)**

An intensive study into selected topics in the field of Criminal Justice. Students will integrate knowledge and skills derived from previous course-work into a detailed review and discussion of issues in criminal justice and their impact. Focus will also include a review of the tools necessary to succeed in a career in criminal justice. (Prerequisite: Senior standing, completion of CRJ core) (Spring)

**CRJ 435**

**Leadership in Criminal Justice . . . . . (3 cr.)**

This course will give students familiarity in common leadership theories, practices and mode of implementation in criminal justice system organizations. The application of leadership techniques will be explored within courts, policing and corrections. Students will focus on values, group dynamics, power dimensions, change management and decision-making, among other aspects of leadership and leadership development. (Prerequisite: Completion of CRJ core and/or Junior/Senior Standing) (Spring)

**CRJ 475**

**Terrorism Incident Management and Emergency Procedures . . . . . (3 cr.)**

This course examines the philosophies and tactics of terrorist groups, and includes discussion of emerging terrorism trends.

The course utilizes a systems approach to explore the various elements of private and public security and safety. This course prepares students to understand terrorism methodology, respond to terrorist incidents, and manage the consequences of terrorist events through an examination of historical understandings to Twenty-First Century terrorist predictions, threats, and trends. (Prerequisite: CRJ 120 and CRJ 150) (Fall, 2 year rotation)

**CRJ 490C**

**Special Topics: Criminology . . . . . (3 cr.)**

This course is designed to explore identified topics in the field of criminology. It will explore an issue, trend or subject matter that is not covered in other courses. The topic is selected by the professor and will change yearly and will vary according to need and interest. Prerequisite: PSY 111, CRJ 120, CRJ 250 and Junior/Senior standing or with permission from the Department Chair)

**CRJ 490CJ**

**Special Topics: Criminal Justice . . . . . (3 cr.)**

This course is designed to explore identified topics in the criminal justice field, in the areas of policing, courts or corrections. It will explore an issue, trend or subject matter that is not covered in other courses. The topic is selected by the professor and will change yearly and will vary according to need and interest. (Prerequisite: PSY 111, CRJ 120, CRJ 250, Junior/Senior standing or with permission from the Department Chair)

**CRJ 490JJ**

**Special Topics: Juvenile Justice. . . . . (3 cr.)**

This course is designed to explore identified topics in the juvenile justice realm of the discipline. It will explore an issue, trend or subject matter that is not covered in other courses. The topic is selected by the professor and will change yearly and will vary according to need and interest. Prerequisite: PSY 111, CRJ 120, CRJ 320, Junior/Senior standing or with permission from the Department Chair)

**CRJ 495**

**Criminal Justice Internship . . . . . (8 cr.)**

Supervised work experience in an area of criminal justice, to serve as the culmination of classroom experience. A minimum of 25 clock hours of supervised work is required for each hour of credit. This is to be done in senior year, preferably summer. Students wishing to pursue an internship without completing the core must contact the Department Chair. Students may also choose to take 4 additional CRJ electives classes, in lieu of internship. (Prerequisite: CRJ 120, CRJ 150, CRJ 220, CRJ 250, CRJ 330, CRJ 300, CRJ 305, CRJ 400A, and CRJ 430) CRJ 2000 Introduction to Criminal Justice (3 cr.) Online Course Examines the past, present, and future of the American criminal justice system with emphasis on the court system and changing philosophies of the American correctional system. (Prerequisite: ENG 1010)

**CRJ 2001**

*Online Course*

**Theory and Practice of Law Enforcement . . . . . (3 cr.)**

Presents the historical development of law enforcement, organization, administration, and systems of local, state, and federal policing with an emphasis on theories as they relate to practices. (Prerequisite: CRJ 2000)

**CRJ 2200**

*Online Course*

**Theory and Practice of Corrections . . . . . (3 cr.)**

Provides a historical overview of theory and practices of convicted of- fenders with an emphasis on U.S. corrections, including institutional procedures, relevant technological

innovations in security, and future innovation impact.  
(Prerequisite: CRJ 2000)

**CRJ 2501** *Online Course*  
**Criminology** . . . . . (3 cr.)

Explores the study of crime and crime causation theories, including traditional and modern approaches and emerging technological innovations, as well as social policy. (Prerequisites: CRJ 2000, PSY 1010)

**CRJ 2900** *Online Course*  
**Management and Supervision Skills for Criminal Justice Personnel** . . . . . (3 cr.)

Many supervisors in law enforcement positions are eligible for retirement. Promotions are occurring more rapidly, and line staff are being placed in supervisor positions faster than ever. This course is designed to help the student learner bridge the gap between concept and practice, and provide them with a knowledge and understanding of the myriad of roles and responsibilities affiliated with management in law enforcement. (Prerequisite: CRJ 2000, CRJ 2001, and CRJ 2200)

**CRJ 3010** *Online Course*  
**Victimology** . . . . . (3 cr.)

Victimology includes an examination of trends and patterns of victimization through history. Students will explore victim rights, fair treatment, empowerment and compensation. Focus will be given to society's response to victims and their problems, as well as victimization by the justice system. (Prerequisites: CRJ 2000, CRJ 2501, and PSY 1010)

**CRJ 3020** *Online Course*  
**Mental Illness and Crime** . . . . . (3 cr.)

Mental Illness and Crime emphasizes the dynamics behind the correlation of crime and mental illness. With the growing population of those with mental illness within the system, this course is relevant to law enforcement, corrections and courts personnel, as well as all other aspects of the criminal justice system. Students will explore myths and realities; as well as learn about specific disorders encountered within the field. Prerequisites: CRJ 2000, CRJ 2501, and PSY 1010)

**CRJ 3201** *Online Course*  
**Juvenile Justice and Delinquency** . . . . . (3 cr.)

Provides a historical overview of the American juvenile justice system from the development of the juvenile court, juvenile jurisdiction, and patterns of delinquency, including gangs, training schools, probation, aftercare, family, school, and related factors as well as intervention strategies. (Prerequisite: CRJ 2000)

**CRJ 3301** *Online Course*  
**Judicial Process** . . . . . (3 cr.)

Theory and Practice of Corrections, or equivalent. This course examines the American judiciary in relationship to state and federal criminal justice systems, including court structure, jurisdiction, selection of judges, and judicial discretion. Emphasis is given to contemporary issues confronting the American courts. (Prerequisite: CRJ 2000)

**CRJ 3601** *Online Course*  
**Criminal Law** . . . . . (3 cr.)

Provides a study of the nature and foundations of U.S. criminal law. Students focus on evolution of statutory crimes in the United States, analysis of contemporary federal and statutory offenses, criminal conduct, criminal responsibility, criminal defenses, criminal liability, and elements of the crime. (Prerequisites: CRJ 2000 and CRJ 3301)

**CRJ 3701** *Online Course*  
**Criminal Investigation** . . . . . (3 cr.)

Presents a study of the development of the investigative procedures and techniques from early practices to modern-day forensic science capabilities with an emphasis on leadership, investigation, and case preparations. (Prerequisite: CRJ 2000 and CRJ 2001)

**CRJ 3801** *Online Course*  
**Criminal Evidence and Legal Issues** . . . . . (3 cr.)

Examines the laws governing proof of facts involving evidence presentation in trials and common law. Students study practical application of the rules of criminal procedure in respect to evidence, burden of proof, presumptions, judicial notice, and basic functions of courts as the third facet of the criminal justice system. (Prerequisites: CRJ 2000, CRJ 2001, and CRJ 3301)

**CRJ 3950** *Online Course*  
**Constitutional Law for Criminal Justice** . . . . . (3 cr.)

This course examines the principles and practice of analysis of significant cases and trends in American constitutional law, with an emphasis in criminal justice, including search and seizure, arrest, and civil rights as well as the judiciary, first amendment, due process, and the judicial system. (Prerequisites: CRJ 2000 and CRJ 3301)

**CRJ 4001** *Online Course*  
**Procedures in the Justice System** . . . . . (3 cr.)

Focuses on U.S. Supreme Court interpretations of the U.S. Constitution in respect to rights of the accused. Students discuss Supreme Court decisions and identify the impact on the criminal justice system as well as study a historical overview of the procedures involved in moving a suspect through the criminal justice system. (Prerequisites: CRJ 2000 and CRJ 3301)

**CRJ 4103** *Online Course*  
**Diversity and Ethics in Criminal Justice** . . . . . (3 cr.)

This course provides insight into the importance of diversity and ethical behavior on background information, current diversity situations, and future trends involving diversity. The roles of practitioners regarding controversial opinions, types of diversity, etc. are explored. Students will focus their classroom experience on scenarios and situations in the criminal justice field, in order to gain insight into the potential ethical issues they may face in the upon graduation. (Prerequisites: CRJ 2000, CRJ 2001, CRJ 2200, and CRJ 3301)

**CRJ 4119C** *Online Course*  
**Special Topics: Criminology** . . . . . (3 cr.)

This course is designed to explore identified topics in the field of criminology. It will explore an issue, trend or subject matter that is not covered in other courses. The topic is selected by the professor and will change yearly and will vary according to need and interest. (Prerequisites: CRJ 2000, CRJ 2501, and PSY 1010)

**CRJ 4119CJ** *Online Course*  
**Special Topics: Criminal Justice** . . . . . (3 cr.)

This course is designed to explore identified topics in the criminal justice field, in the areas of policing, courts or corrections. It will explore an issue, trend or subject matter that is not covered in other courses. The topic is selected by the professor and will change yearly and will vary according to need and interest. (Prerequisites: CRJ 2000, CRJ 2501, and PSY 1010)

**CRJ 4119J** *Online Course*  
**Special Topics: Juvenile Justice. . . . . (3 cr.)**  
 This course is designed to explore identified topics in the juvenile justice realm of the discipline. It will explore an issue, trend or subject matter that is not covered in other courses. The topic is selected by the professor and will change yearly and will vary according to need and interest. (Prerequisites: CRJ 2000, CRJ 3201, and PSY 1010)

**CRJ 4201** *Online Course*  
**Probation and Community Corrections . . . . . (3 cr.)**  
 This course examines probation and community corrections from its inception through current times. Students will examine the philosophy behind probation and community corrections as well as its implementation in the United States. This course will also address the roles and responsibilities of practitioners and the relationship of probation and community corrections to other components in the criminal justice system. (Prerequisites: CRJ 2000 and CRJ 2200)

**CRJ 4350** *Online Course*  
**Leadership in Criminal Justice . . . . . (3 cr.)**  
 This course will give students familiarity in common leadership theories, practices and mode of implementation in criminal justice system organizations. The application of leadership techniques will be explored within courts, policing and corrections. Students will focus on values, group dynamics, power dimensions, change management and decision-making, among other aspects of leadership and leadership development. (Prerequisite: CRJ 2000, CRJ 2001, CRJ 2200, and CRJ 3301)

**CRJ 4701** *Online Course*  
**Criminal Justice Organization and Administration . (3 cr.)**  
 This course defines and analyzes criminal justice system organizations including planning and management of human resources, research, environmental factors, centralized authority, and other issues. (Prerequisite: CRJ 2000, CRJ 2001, CRJ 2200, and CRJ 3301)

## // DEVELOPMENTAL SUPPORT

**DEV 102**  
**Strategies of Success. . . . . (1 cr.)**  
 Designed to enable students to be successful in any university environment, the course explores such diverse topics as time management, textbook reading and comprehension skills, resource utilization, note taking, classroom performance skills, and test-taking strategies. (Co-requisite: HUM 110)

**DEV 103**  
**On-Course for Success . . . . . (1 cr.)**  
 Intended for university students who want to create success both at the university and in life. The course explores topics including self-management, self-awareness, creative thinking skills, and lifelong learning skills.

## // ECONOMICS

**ECO 251**  
**Macroeconomics . . . . . (3 cr.)**  
 Introduction to macroeconomic principles. Emphasis on application of these principles to current problems. General topics include: policies for controlling inflation and

unemployment, economic way of thinking, characteristics of market systems and competitive market behavior, money and banking, national income theory, and the fundamentals of economic growth.

**ECO 252**  
**Microeconomics . . . . . (3 cr.)**  
 Introduction to microeconomics. Emphasis on applications of these principles to current problems. General topics include: demand and consumer behavior, the firm and market structures, international economic relations, comparative economic systems, and current events with microeconomics content.

**ECO 2401** *Online Course*  
**Principles of Macroeconomics . . . . . (3 cr.)**  
 Introduction to macroeconomic principles. Emphasis on application of these principles to current problems. General topics include: policies for controlling inflation and unemployment, economic way of thinking, characteristics of market systems and competitive market behavior, money and banking, national income theory, and the fundamentals of economic growth.

**ECO 2501** *Online Course*  
**Principles of Microeconomics . . . . . (3 cr.)**  
 Introduction to microeconomics. Emphasis on applications of these principles to current problems. General topics include: Demand and consumer behavior, the firm and market structures, international economic relations, comparative economic systems, and current events with microeconomics content. (Prerequisite: ECO 2401 or equivalent)

## // EDUCATION

**EDU 201**  
**Introduction to Teaching. . . . . (3 cr.)**  
 A study of objectives of education; historical, philosophical, and sociological foundations of education; characteristics and trends of American school systems; legal and ethical responsibilities, qualities, and characteristics of successful teachers, and challenges facing them today. Concurrent enrollment in EDU 202 required.

**EDU 202**  
**Introduction to Teaching Clinical . . . . . (0 cr.)**  
 An introductory clinical placement requiring a minimum of 20 hours of observation and participation in classrooms, including diverse students. Concurrent enrollment in EDU 201 required.

**EDU 210**  
**Human Relations for Teachers. . . . . (2 cr.)**  
 This course is designed to meet the human relations component as required by the Iowa State Department of Education for completion of a teaching endorsement. Topics reviewed in the class include racism, social class, gender, sexism, religion, exceptionality, and age and the implications for human relations and the developing dispositions of pre-service educators.

**EDU 230**  
**Educational Media and Computers . . . . . (1 cr.)**  
 Students will be provided with basic knowledge and skills necessary for teaching and learning in an information age. The main focus is to enhance the teaching/learning that occurs in technology/media-rich environments.

**EDU 240**  
**Educational Psychology . . . . . (3 cr.)**

Cognitive, affective, and psychomotor learning processes; including behavior modification, complex reasoning, concept learning, problem solving, creativity, attitude formation, and skill learning. Application of learning principles to education. Students also discover challenges related to lifestyle issues such as homelessness and mobile students. Ten hours of introductory clinical experience required. (Prerequisite: PSY 144 and have taken the Praxis Core Academic Skills for Educators exams)

**EDU 253**  
**Literature for Children . . . . . (3 cr.)**

A survey course that introduces students to several genres of literature for children. Students will read and review selections from each of the genres, focusing on literary analysis and literature-based teaching and learning.

**EDU 330**  
**Language Development/  
 Teaching Reading & Language Arts . . . . . (4 cr.)**

Introduces theories, teaching strategies, materials, and learning experiences for literacy. Focuses on the development of listening, reading, writing, and speaking skills. Various approaches used to teach reading are explained. Instructional methods for diverse learners and special needs students will be incorporated. (Prerequisites: EDU 201, EDU 202, EDU 240, EDU 253, PSY 144, and SPED 220)

**EDU 340**  
**Teaching Math/Science in Grades K-8 . . . . . (4 cr.)**

Exploration of theories, teaching strategies, resources, assessment, and the use of technology in the context of creating learning experiences for math and science for grades K-8. Will create math and science learning experiences based on problem solving, discovery-inquiry approach, developmental implications, and current programs. Will demonstrate an integrated approach in teaching math and science. Instruction methods of diverse learners and special needs students will be incorporated. Fifteen hours of participatory clinical experience in an elementary/4-6 grade classroom are required. Must be accepted into the Teacher Education Program. (Prerequisite: EDU 201, EDU 202, EDU 230, EDU 240, EDU 440, PSY 144, and SPED 220)

**EDU 350**  
**Teaching Movement/  
 Music/Art/Drama in Grades K-8 . . . . . (4 cr.)**

This course will assist students in understanding, planning, and implementing the integration of movement, music, art, and drama into developmentally appropriate curricula for children in educational settings. Fifteen hours of participatory clinical experience in an elementary/K-3 classroom are required. Concurrent enrollment in EDU 440 required. (Prerequisites: EDU 201, EDU 202, EDU 230, EDU 240, PSY 144, and SPED 220)

**EDU 355**  
**Teaching Reading in Grades 5-12 . . . . . (2 cr.)**

Students will explore theories, teaching strategies, resources, assessment, and use of technology in the context of creating learning experiences for literacy-rich classrooms. Students will learn to teach reading, writing, and the language arts within literature-based learning experiences, as well as plan for diverse learners and students with special needs. Ten hours of participatory clinical experience required. Must be accepted into the Teacher Education Program.

**EDU 360**  
**Teaching Reading/Social Studies/  
 Language Arts in Grades K-8 . . . . . (4 cr.)**

Exploration of theories, teaching strategies, resources, assessment, and the use of technology in the context of creating learning experiences for literacy. Will organize to teach reading, writing, and the language arts within literature-based learning experiences. Will create and demonstrate social studies learning experiences based on reading and writing to learn. Instructional methods for diverse learners and special needs students will be incorporated. Fifteen hours of participatory clinical experience in an elementary/K-8 classroom are required. Must be accepted into the Teacher Education Program. (Prerequisites: EDU 201, EDU 202, EDU 230, EDU 240, EDU 330, EDU 440, PSY144, and SPED 220)

**EDU 370**  
**Secondary Teaching Methods . . . . . (2 cr.)**

The course will introduce students to planning for instruction, general pedagogy, use of aids and media, as well as instructional delivery. Students will focus on real-world application of theory, lesson and unit design. This course introduces students to methods and materials applicable to the delivery of middle school and high school curriculums. Through exposure to learning theories, students will begin to develop their own educational philosophy and teaching styles. Must be accepted into the Teacher Education Program. Concurrent enrollment in EDU 371 and EDU 465 is required. (Prerequisites: EDU 201, EDU 202, EDU 230, and EDU 240)

**EDU 371**  
**Pre-Student Teaching  
 Clinical Experience for Secondary . . . . . (1 cr.)**

Students are required to participate for 20 hours in a secondary classroom and experiment with teaching materials and methods by teaching a lesson. Must be accepted into the Teacher Education Program. Students are required to enroll concurrently in EDU 370.

**EDU 375**  
**Methods of Teaching Speech/  
 Theater in the Secondary School . . . . . (3 cr.)**

Students learn methods and materials unique to 5-12 Speech/Theater teaching. Planning for teaching and learning experiences based on secondary student learning needs is the focus. Must be accepted into the Teacher Education Program. Concurrent enrollment in EDU 465 required. (Prerequisites: EDU 370, EDU 371 and EDU 440)

**EDU 376**  
**Clinical Experience in Teaching Speech/Theater . . (1 cr.)**

Students gain instructional experience in a secondary classroom setting. Twenty hours of participatory clinical experience in a secondary classroom are required. Must be accepted into the Teacher Education Program. Concurrent enrollment in EDU 375 required.

**EDU 380**  
**Methods of Teaching Social Studies  
 in the Secondary School . . . . . (3 cr.)**

Students learn methods and materials unique to 5-12 Social Studies teaching. Planning for teaching and learning experiences based on secondary student learning needs is the focus. Must be accepted into the Teacher Education Program. Concurrent enrollment in EDU 381 required. (Prerequisites: EDU 370, EDU 371 and EDU 440)

**EDU 381**  
**Clinical Experience in Teaching Social Studies . . . (1 cr.)**  
 Students gain instructional experience in a secondary classroom setting. Twenty hours of participatory clinical experience in a secondary classroom are required. Must be accepted into the Teacher Education Program. Concurrent enrollment in EDU 380 required.

**EDU 382**  
**Methods of Teaching Science in the Secondary School . . . (3 cr.)**  
 Students learn methods and materials unique to teaching science in the secondary school. Planning for teaching and learning experiences based on secondary student learning needs. Must be accepted into the Teacher Education Program. Concurrent enrollment in EDU 383 required. (Prerequisites: EDU 370, EDU 371, and EDU 440)

**EDU 383**  
**Clinical Experience in Teaching Science . . . (1 cr.)**  
 Students gain instructional experience in a secondary science classroom setting. Twenty hours of participatory clinical experience in a secondary science classroom are required. Must be accepted into the Teacher Education Program. Concurrent enrollment in EDU 382 required.

**EDU 385**  
**Methods of Teaching English in the Secondary School . . . (3 cr.)**  
 Students learn methods and materials unique to 5-12 English teaching. Planning for teaching and learning experiences based on secondary student learning needs is the focus. Must be accepted into the Teacher Education Program. Concurrent enrollment in EDU 386 required. (Prerequisites: EDU 370, EDU 371 and EDU 440)

**EDU 386**  
**Clinical Experience in Teaching English . . . (1 cr.)**  
 Students gain instructional experience in a secondary classroom setting. Twenty hours of participatory clinical experience in a secondary classroom are required. Must be accepted into the Teacher Education Program. Concurrent enrollment in EDU 385 required.

**EDU 395**  
**Content Area Reading Methods . . . (2 cr.)**  
 This course is for prospective and current secondary teachers. Students learn how to incorporate strategies for reading to learn in their content area. Vocabulary, writing, comprehension, and study skills are applied to actual content area textbooks. Ten hours of participatory clinical experience required. Must be accepted into the Teacher Education Program.

**EDU 398**  
**Methods of Teaching Secondary Mathematics . . . (3 cr.)**  
 Students will develop skills for lesson planning and crafting math curriculum for effective instruction and assessment of learning. Students learn methods and materials unique to 5-12 Mathematics teaching. Planning for teaching and learning experiences based on secondary student learning needs is the focus. Must be accepted into the Teacher Education Program. Concurrent enrollment in EDU 399 required. (Prerequisites: EDU 370, EDU 371 and EDU 440)

**EDU 399**  
**Clinical Experience in Teaching Mathematics . . . (1 cr.)**  
 Students gain instructional experience in a secondary classroom setting. Twenty hours of participatory clinical experience in a secondary classroom are required. Must be

accepted into the Teacher Education Program. Concurrent enrollment in EDU 398 required.

**EDU/REL 400**  
**Ethics and Religious Diversity in Public and Private Education . . . (3 cr.)**  
 This course will assist practitioners in recognizing that children are best understood in the context of family, cultural background, social setting, economic status and religious heritage. This understanding of diversity will help them as educators when developing a rich classroom environment that celebrates and enriches the lives of all learners, while enhancing relationships and facilitating a sense of community. Practitioners will understand the role of character education, religious diversity, as well as professional, ethical and legal boundaries for their practice in public and private settings.

**EDU 406**  
**Elementary Music Student Teaching . . . (6 cr.)**  
 Supervised teaching experience in an accredited elementary school and participation in the total program of the school; seven weeks of full days, plus student teaching seminars. Requires the completion of all coursework. (Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)

**EDU 407**  
**Grades K-3 Student Teaching . . . (6 cr.)**  
 Supervised teaching experience in an accredited elementary school classroom and participation in the total program of the school; seven weeks of full days, plus student teaching seminars. (Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)

**EDU 409**  
**Grades 4-8 Student Teaching . . . (6 cr.)**  
 Supervised teaching experience in an accredited elementary school classroom and participation in the total program of the school; seven weeks of full days, plus a 3-day seminar prior and a 2-day seminar at completion. (Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)

**EDU 410**  
**Student Teaching in 5-9 Social Studies . . . (6 cr.)**  
 Supervised teaching in an accredited 5-9 Social Studies classroom and participation in the full day of a secondary school. Seven full weeks are required with attendance at Student Teaching Seminars. (Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)

**EDU 411**  
**Multicultural Practicum . . . (2 cr.)**  
 One week teaching experience will be spent in a diverse setting, full time. There will be on campus classes/field trips prior to and after the practicum. (Prerequisite: Approval by the Education faculty) (Course Fee \$50)

**EDU 412**  
**Student Teaching in 5-9 Science . . . (6 cr.)**  
 Supervised student teaching in an accredited 5-9 Science classroom and participation in the full day of a secondary school. Seven full weeks are required with attendance at Student Teaching Seminars. (Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)

**EDU 413**  
**Extended Elementary Student Teaching . . . (3 cr.)**  
 This course is required for students seeking out-of-state licensure that requires 18 weeks of student teaching. This is supervised teaching in an accredited elementary school. Four

additional full weeks are required with attendance at Student Teaching Seminars. (Prerequisites: EDU 407 and EDU 409) (Course Fee \$200)

**EDU 414**  
**Student Teaching in 9-12 Social Studies. . . . . (6 cr.)**  
 Supervised teaching in an accredited 9-12 Social Studies classroom and participation in the full day of a secondary school. Seven full weeks are required with attendance at Student Teaching Seminars. (Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)

**EDU 415**  
**Student Teaching in 5-9 English . . . . . (6 cr.)**  
 Supervised teaching in an accredited 5-9 English classroom and participation in the full day of a secondary school. Seven full weeks are required with attendance at Student Teaching Seminars. (Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)

**EDU 416**  
**Student Teaching in 9-12 Science . . . . . (6 cr.)**  
 Supervised student teaching in an accredited 9-12 Science classroom and participation in the full day of a secondary school. Seven full weeks are required with attendance at Student Teaching Seminars. (Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)

**EDU 417**  
**Student Teaching in 9-12 English . . . . . (6 cr.)**  
 Supervised teaching in an accredited 9-12 English classroom and participation in the full day of a secondary school. Seven full weeks are required with attendance at Student Teaching Seminars. (Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)

**EDU 420**  
**Student Teaching in 5-9 Speech/Theater . . . . . (6 cr.)**  
 Supervised teaching in an accredited 5-9 Speech/Theater classroom and participation in the full day of a secondary school. Seven full weeks are required with attendance at Student Teaching Seminars. (Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)

**EDU 421**  
**Secondary Music Student Teaching . . . . . (6 cr.)**  
 Supervised teaching experience in an accredited secondary music program and participation in the full day of a secondary school; seven weeks of full days, plus Student Teaching Seminars. Requires the completion of all coursework. (Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)

**EDU 422**  
**Foundations of Education Internship . . . . . (2-9 cr.)**  
 Students will complete a practical work experience in an education-related area. (Prerequisites: Senior status and approval of the Education Department)

**EDU 423**  
**Student Teaching in 9-12 Speech/Theater. . . . . (6 cr.)**  
 Supervised teaching experience in an accredited 9-12 Speech/Theater classroom and participation in the full day of a secondary school. Seven full weeks are required with attendance at Student Teaching Seminars. (Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)

**EDU 430**  
**Capstone . . . . . (1 cr.)**  
 Synthesis of learning experiences in education. The student will complete a professional philosophy of education,

professional portfolio, and resume. Students will also make a formal presentation of their achievement portfolio to the Education Department Faculty. (Prerequisite: Student Teaching or concurrently with Student Teaching) (Must be taken at Waldorf University)

**EDU 440**  
**Assessment and Goal Setting . . . . . (3 cr.)**  
 This course is designed to give students experiences in creating assessments for use in their classrooms. The focus will be on using assessment to motivate students and increase student achievement. Students gain practical experience in interpreting standardized, criterion referenced, summative, formative, and informal diagnostic instruments; and learn to use them ethically. Students use assessment to evaluate student knowledge, skills, products, dispositions and reasoning. They determine next steps in instruction based on the student achievement data collected. Students also learn the value of using student assessment information when planning, adapting and evaluating their instruction. Ten hours of participatory clinical experience re-quired. (Prerequisites: EDU 201, EDU 202, EDU 240; SPED 220 and one methods class prior or concurrent) (Must be taken at Waldorf University)

**EDU 460**  
**Behavior Management for Elementary . . . . . (2 cr.)**  
 Students will learn how to “set the stage” for good behaviors in their classrooms through establishing social contracts, setting up conducive learning environments, knowing how to manage behaviors during instruction and orchestrate group work. They will identify root causes for misbehavior and learn to set up behavior plans that foster student responsibility and intrinsic motivation. They will also learn how to manage students through extrinsic strategies as needed. Effective communication skills will be practiced through simulations and role plays. Students will also learn how to communicate effectively with parents to enlist their support in changing classroom behaviors. Ten hours of participatory clinical experience are required. Concurrent enrollment in EDU 350 or EDU 360 required. (Prerequisite: PSY 144 and EDU 240)

**EDU 465**  
**Behavior Management for Secondary . . . . . (2 cr.)**  
 Students will learn how to “set the stage” for good behaviors in their classrooms through establishing social contracts, setting up conducive learning environments, knowing how to manage behaviors during instruction and orchestrate group work. They will identify root causes for misbehavior and learn to set up behavior plans that foster student responsibility and intrinsic motivation. They will also learn how to manage students through extrinsic strategies as needed. Effective communication skills will be practiced through simulations and role plays. Students will also learn how to communicate effectively with parents to enlist their support in changing classroom behaviors. Ten hours of participatory clinical experience required. Concurrent enrollment in a secondary methods course required. (Prerequisites: EDU 240 and PSY 144)

**EDU 470**  
**Student Teaching in 5-9 Mathematics . . . . . (6 cr.)**  
 Supervised teaching in an accredited 5-9 Mathematics classroom and participation in the full day of a secondary school. Seven weeks are required with attendance at Student Teaching Seminars. (Prerequisites: EDU 370, EDU 371, EDU 440, EDU 398 and EDU 399.) (Course Fee \$200)

## EDU 471

### **Student Teaching in 9-12 Mathematics . . . . . (6 cr.)**

Supervised teaching in an accredited 9-12 Mathematics classroom and participation in the full day of secondary school. Seven weeks are required with attendance at Student Teaching Seminars. (Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)

## EDU 480

### **Student Teaching in K-8 Physical Education . . . . (6 cr.)**

A K-8 supervised teaching experience in an accredited elementary school classroom and participation in the total program of the school; seven weeks of full days, plus student teaching seminars and other activities. Approval for student teaching by the Teacher Education Committee; see Waldorf University Education Program Handbook. (Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)

## EDU 481

### **Student Teaching in 5-12 Physical Education . . . . (6 cr.)**

A secondary school supervised teaching experience in an accredited secondary school classroom and participation in the total program of the school; seven weeks of full days, plus student teaching seminars and other activities. Approval for student teaching by the Teacher Education Committee; see Waldorf University Education Program Handbook. (Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)

## EDU 482

### **Student Teaching in 5-12 Health. . . . . (2-4 cr.)**

Supervised teaching experience in an accredited classroom and participation in the total program of the school; seven weeks of full days, plus student teaching seminars and other activities. (Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)

## EDU 490

### **In-service Topics in Education . . . . . (1-3 cr.)**

This course is for in-service teachers only. The purpose of the course is to provide professional development for the improvement of teaching strategies and increase learning opportunities for K-12 students. Topics will be chosen based on the needs of area in-service teachers.

## // EMERGENCY MANAGEMENT

### EMG 3000

*Online Course*

### **Introduction to Emergency Management. . . . . (3 cr.)**

This course provides an overview of the history of emergency management, both in the United States and other countries. The material covered describes local, state, and federal roles and responsibilities for responding to disasters and emergencies. Students will investigate unique challenges with preparing for and responding to man-made, natural, and technological disasters. Additionally, the course will outline concepts, issues, and programs associated with the development of an emergency management program. Finally, at the conclusion of this course, students will be familiar with the professionalism within emergency management, as well as how the field as a whole is transitioning into a true profession.

### EMG 3001

*Online Course*

### **Disaster Mitigation and Preparedness . . . . . (3 cr.)**

This course will provide students with an in-depth understanding of two of the phases in the disaster cycle: mitigation and preparedness. Students will analyze the concepts of vulnerability and risk, and develop an understanding of how to mitigate and prepare an area for future disaster events. (Prerequisite: EMG 3000)

### EMG 3002

*Online Course*

### **Disaster Response and Recovery Management. . . (3 cr.)**

This course will provide students with an in-depth understanding of the last two phases in the disaster cycle, response and recovery. Crucial in this course is student understanding of planned efficiency and effectiveness in true disaster situations. Topics covered include a comprehensive overview of the emergency management principles, unified and collaborative management of disasters, restoration of community functions after a disaster, and systematic planning for community-wide recovery. (Prerequisite: EMG 3000)

### EMG 3050

*Online Course*

### **Special Operations . . . . . (3 cr.)**

This course provides an overview of special operations in emergency management (EM). The emergency management field is ever evolving and requires integration of operations not traditionally considered core EM functions. These functions include integration with the intelligence community, joint information centers, pre-planned special events, critical infrastructure protection, and inter & intra-state mutual aid. This course explores these and other critical special operations that EM communities undertake. Upon successful completion of the course the student will have an understanding of how EM integrates with these functions. (Prerequisite: EMG 3000)

### EMG 3100

*Online Course*

### **Terrorism in Emergency Management . . . . . (3 cr.)**

This course addresses emergency management of terrorism in terms of preparedness, incident response, and safe approaches to mitigation. Some of the key topics presented in the course include terrorism throughout world history, risks and hazards at the terrorism scene, preservation of evidence at the terrorism scene, risk assessment procedures and processes, key management roles and responsibilities, and recognition of explosive substances and devices. Upon completion of this course, students will be able to recognize risks and threats of terrorism. (Prerequisite: EMG 3000)

### EMG 4001

*Online Course*

### **Interagency Disaster Management . . . . . (3 cr.)**

Students will analyze the interagency aspect to emergency management. Crucial to this course is an understanding of the intergovernmental, inter-organizational, and interagency collaboration that continuously occurs when working in the field. Students will also develop an understanding of the political, legal, and economic impact on emergency management. (Prerequisite: EMG 3000)

### EMG 4002

*Online Course*

### **Incident Command in Emergency and Disaster Management. . . . . (3 cr.)**

This course will provide an in-depth analysis of the incident command structure within emergency management. Real-life events will be used as case studies in order to allow students to demonstrate the ability to use NIMS and ICS. At the culmination of this course, students will have received several FEMA certificates. (Prerequisite: EMG 3000)

**EMG 4050** *Online Course*  
**Socio-Psychological Nature of Emergency Management . . . . . (3 cr.)**

Students will analyze the social and psychological nature of working in emergency management. Relevant theories will be incorporated to display how humans prepare for, respond to and recover from vulnerabilities, risks, emergencies, disasters and catastrophes. (Prerequisite: EMG 3000)

**EMG 4900** *Online Course*  
**Capstone in Emergency Management . . . . . (3 cr.)**

This course will synthesize the principles and theories presented in the core group of courses in this program. Students will examine numerous case studies and evaluate the policy options that officials are facing today, in addition to future approaches in EM. The course will also aid students in developing the skills necessary to work in the field and will culminate with the student completing a virtual disaster response scenario. (Prerequisites: EMG 3000, EMG 3001, EMG 3002, EMG 3050, EMG 3100, FSC 3110, EMG 4001, EMG 4050)

// ENGLISH

**ENG/HON 106**  
**Honors Freshman: Composition I . . . . . (3 cr.)**

This honors level course in academic literacy focuses on university writing, critical thinking, and active reading. Students develop their abilities to analyze source texts, synthesize ideas, and advance arguments in writing. Reading-to-write is emphasized with a curriculum focused on Ancient Greece. (Open to students accepted into the Honors College Program) (Fall)

**ENG/HON 107**  
**Honors Composition II . . . . . (3 cr.)**

This course focuses on the critical reading of literary texts through a study of the French Revolution, its flaws, and its ideals. Class discussion and writing projects provide opportunity for analysis, synthesis, and interpretation of the texts as students develop increasing academic literacy. (Open to students in the Honors College Program) (Prerequisites: ENG 106 or ENG 120 and ENG 121) (Spring)

**ENG 120**  
**Composition I: Reading and Writing . . . . . (3 cr.)**

The course immerses students in a variety of strategies to improve their writing, reading, and analytical thinking skills in an effort to prepare them for the challenges they will encounter throughout their academic career across disciplines. Students will improve their ability to express themselves with cogent, clear writing and strengthen their facility to access, assess, and respond to written material that is complex and rich with ideas.

**ENG 121**  
**Composition II: Rhetoric and Written Argument . . (3 cr.)**

The course will develop and build upon students' writing through application and practice of rhetorical concepts, immersing them in a world where analytical thinking and persuasive, clear writing are skills they will require. (Prerequisites: ENG 120 or ENG/HON 106)

**ENG 204**  
**Writing Center Tutor Training . . . . . (1 cr.)**

The course focuses on current theories of composition, teacher response, instructional techniques for writing

conferences, and writing center theories and practices. (Prerequisites: ENG 120 or ENG/HON106 and with permission from the course instructor)

**ENG 205**  
**English Grammar . . . . . (3 cr.)**

This course provides a thorough examination of English syntax and its underlying structures, specifically to gain understanding of the rules of the written form of Standard American English. Special attention will also be given to how the English language is actively evolving and changing. Required for secondary education English majors. (Prerequisite: ENG 120 or ENG 121 or ENG/HON 107) (Alternating years)

**ENG 212**  
**Global Literature . . . . . (3 cr.)**

This course focuses on writing about and discussing literature from outside the United States or England. The content of the course varies from semester to semester and may survey a particular time period and/or region; explore a genre of literature across times or regions; or thematically investigate world literatures. (Prerequisites: ENG 120 or ENG 121 or ENG/HON 107) (Fall or Spring)

**ENG 213**  
**Postcolonial Global Literature (3 cr.)**

This course will explore the global literature (non-British/non-American) that developed in a variety of geographical areas following decolonization. Readings, writing, and discussion will focus on how these writers and their works, both fiction and non-fiction, help give voice to those cultures and nations previously marginalized through colonization. In this context, we will examine issues and ideas that surface as these nations and peoples move from colonized to independent and seek to find ways to blend their old and new cultural experiences by expressing change, conflict, and growth through the literature that records this experience. (Prerequisites: ENG 120 or ENG 121 or ENG/HON 107) (Fall or Spring, when needed)

**ENG 230**  
**Advanced Composition . . . . . (3 cr.)**

This composition course builds on the writing process skills acquired in English 101, with a particular focus on essay form and the rhetorical aims of written argument, including inquiry, persuasion, mediation, and research-based argument. Students will read, analyze, and write a variety of essays in order to develop a full understanding of the essay form. Required for English, English Secondary Education, and Creative Writing majors. (Prerequisites: ENG 120 or ENG 121 or ENG/HON 107) (Alternating years)

**ENG 235**  
**Technical Communications. . . . . (3 cr.)**

This course focuses on writing within technical, scientific and professional contexts. Over the courses of the semester, students will gain experience writing technical and/or scientific reports, completing workplace correspondence, writing procedures/instructions, and presenting technical topics to non-technical readers/users. Students will review and practice research documentation, including exposure to the appropriate style(s) for their chosen discipline. Course work will focus both on print and online contexts. (Prerequisites: ENG 120 or ENG 121 or ENG/HON 106) (Spring or Fall)

**ENG 250**

**Explorations in Literature . . . . . (3 cr.)**

The course provides students the opportunity to engage, discuss, and write about representative poems, short stories, essays, novels, plays, and films from diverse writers, time periods, and regions of the world; the course immerses students not only in the analytical aspects of looking closely at the responding to complex material but also the humane aspects of culture, history, politics, religion, and every other field of human endeavor. (Prerequisite: ENG 120 or ENG 121 or ENG/HON 106) (Alternating years)

**ENG/REL 300**

**Mythology and Sacred Experience . . . . . (3 cr.)**

Mythology and Sacred Experience will explore the rich landscape that literature and religion share. Myth is a central component of all five large world religions, thus a study of ancient and global mythology opens the door to insights and discussion about the very nature of existence. Grounded in an exploration of the universal elements of religious experience, we will read a variety of writers and narratives that explore these elements within both a literary and religious experience context. The class will be offered every other year in spring semester, as a cross listed, co-taught class. (Prerequisites: ENG 106, ENG 120 or ENG 121 and REL 103)

**ENG 310**

**Young Adult Literature. . . . . (3 cr.)**

This course will provide an opportunity for English Education majors to survey books in a variety of genres which are of interest to middle school and high school students with special attention to the developmental needs and abilities of students of this age, including gifted learners and reluctant readers. Required for secondary education English majors. (Prerequisites: ENG 120 or ENG 121 or ENG/HON 106) (Alternating years)

**ENG 341**

**American Literature to 1865 . . . . . (3 cr.)**

The course will begin by looking at the frontier as a place and idea in early American Literature, exploring the ways the experience, landscape, and myth of the frontier shaped American Literature and culture. The ending point will be located in the literature of the American Renaissance, a period of amazing artistic and intellectual growth, reading stories and poetry from authors who were interested in creating a literature that had moved out from the shadows cast by English literature and was distinctively American. (Prerequisites: ENG/HON 107, ENG 250, or equivalent). (Every other Fall)

**ENG 342**

**American Literature 1865 to Present . . . . . (3 cr.)**

This course will begin with the literature immediately post-Civil War and then examine the influence of capitalism, industrialism, and urban growth in the American Empire period. What follows is an investigation of the origins, objectives, and methods of the Modern and Post-modern movements in American Literature as well as the diversity of voices and genres contributing to the contemporary American scene. Special attention will be paid to cultural, political, and social issues as they influence and are influenced by this literature. (Prerequisites: ENG/HON 107, ENG 250, or equivalent). (Every other Spring)

**ENG 351**

**British Literature I: Beowulf to 18th Century . . . . (3 cr.)**

This survey of early British literature ranges from Beowulf, one of the earliest Old English texts, up to the eighteenth century. We will trace the development of the literary hero as well as focus on literary history and genre development as we study such authors as Chaucer, Milton, Donne, and Swift. (Prerequisites: ENG/HON 107, ENG 250, or equivalent) (Every other Fall)

**ENG 352**

**British Literature II: Romantic Era to Contemporary (3 cr.)**

This survey of later British literature ranges from Romantic writers such as William and Dorothy Wordsworth, Samuel Taylor Coleridge, and Mary Wollstonecraft, through Victorian authors such as Charles Dickens and Thomas Hardy, up to Modern and Contemporary works by T.S. Eliot, Virginia Woolf, Seamus Heaney, and others. We will examine significant literary trends such as the rise of the novel and short story genres, the development of experimental poetic forms, and the ways in which literature of these eras reflected religious exploration, advances in science, industrialism, and modes of publication. (Prerequisites: ENG/HON 107, ENG 250, or equivalent) (Every other Spring)

**ENG 441**

**Shakespeare . . . . . (3 cr.)**

Using literary criticism and close textual analysis, this course will examine several of Shakespeare's plays, representing the dramatic genres of comedy, history, tragedy, and romance. (Prerequisites: ENG/HON 107 or ENG 120 and ENG 121.) ENG 415 Special Topics of Literature and Language (3 cr.) Topics will vary and are determined by the instructor. The class will examine an individual author or small group of writers (such as Jane Austen, Mark Twain, Five Romantic-Era Poets), a literary genre (such as early 20th-century poetry, satire, or travel literature), or a literary period (such as Victorian Literature or Contemporary Literature by American Women). (Prerequisites: at least two survey courses ENG 341, ENG 342, ENG 351, ENG 352, or with permission from the course instructor) (At least once a year)

**ENG/HIS 470**

**Vietnam Era. . . . . (3 cr.)**

This class centers on the American involvement in Southeast Asia from 1965 to 1972 through the disciplines of history and English. It also covers to a lesser degree the French colonial experience in Indo-China and the history of the united Vietnam after reunification in 1975. As an interdisciplinary course, the focus is not only on the historical narrative but on the literature of the period as well from American, South Vietnamese, and North Vietnamese sources. Film, music, and direct recollections of the US Vietnam veterans are used in the course.

**ENG 495**

**English Internship**

**ENG 498**

**Shakespeare Thesis. . . . . (3 cr.)**

Thesis projects synthesizing literary, historical, biographical, and theatrical elements of plays of Shakespeare and/or early modern dramatists. An advisor from the English or Theatre departments must be assigned as an advisor for this thesis project. Further guidelines for the thesis are available from the Theatre Department. Students will present research/project at Inquire colloquium.

**ENG 499**  
**Senior English Thesis**

**ENG 1010** *Online Course*  
**English Composition I . . . . . (3 cr.)**

Introduction to the basic concepts and requirements of university-level writing. Provides students with the ability to implement effective communication skills via the written word. Students must pass this course with a grade of not less than a C (2.00) for it to be considered passing the General Education Core requirement.

**ENG 1020** *Online Course*  
**English Composition II . . . . . (3 cr.)**

Provides advanced introduction to the basic concepts and requirements of university-level writing, and presents additional skills, methods, and techniques to improve and polish the student's completed written documents. Gain writing experience, an understanding of the writing and revision process, methods and techniques to enhance the delivery of the writer's thoughts and ideas, proper grammar usage, and critical reading skills. Students must pass this course with a grade of not less than a C (2.00) for it to be considered passing the General Education Core requirement. (Prerequisite: ENG 1010 or equivalent)

**ENG 2000** *Online Course*  
**American Literature I . . . . . (3 cr.)**

This course surveys American literature from its beginnings to 1865. Emphasis is placed on the literary, cultural, historical and philosophical forces that shaped these works and that are reflected in them.

**ENG 2010** *Online Course*  
**American Literature II . . . . . (3 cr.)**

Surveys the emergence of modern American literature from the latter half of the 19th century through the social challenges experienced in the 20th century before and after World Wars I & II, and into the post-modern era that ushered in the 21st century.

**FIRE SCIENCE**

**FSC 2010** *Online Course*  
**Principles of Fire and Emergency Services . . . . . (3 cr.)**

This course provides an overview to fire protection and emergency services; career opportunities in fire protection and related fields; culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; life safety initiatives

**FSC 3110** *Online Course*  
**Community Risk Reduction for the Fire and Emergency Services . . . . . (3 cr.)**

Provides a theoretical framework for understanding ethical, sociological, organizational, political, and legal components of community risk reduction. Methods for the development of a comprehensive community risk reduction plan are explored. (Prerequisites: FSC 2010, FSC 3345) (This course replaces FSC 3820: The Community and the Fire Threat.) (The FESHE Course Code Equivalent for this course is C287)

**FSC 3120** *Online Course*  
**Organization and Management of Fire and Emergency Services Training . . . . . (3 cr.)**

Examines the basic and advanced functions and responsibilities of the fire or emergency services training manager. Specific leadership challenges covered include: determining and selecting training needs, selecting and developing training personnel, developing and managing a training budget, and market training to internal and external customers. (Prerequisite FSC 2010) (This course replaces FSC 3430: Principles of Fire Behavior)

**FSC 3210** *Online Course*  
**Fire Dynamics . . . . . (3 cr.)**

The course provides an introduction to advanced fire behavior and combustion concepts. Assignments and discussions will focus on real world applications and principles of fire dynamics and chemistry. (Prerequisite FSC 2010) (This course replaces FSC 3430: Principles of Fire Behavior.) (The FESHE Course Code Equivalent for this course is C257)

**FSC 3302** *Online Course*  
**Fire Investigation and Analysis . . . . . (3 cr.)**

This course examines the technical, investigation, legal, and social aspects of arson, including principles of incendiary fire analysis and detection, environmental and psychological factors of arson, legal considerations, intervention, and mitigation strategies. (Prerequisite FSC 2010) (This course replaces FSC 4618: Incendiary Fire Analysis and Investigation.) (The FESHE Course Code Equivalent for this course is C285)

**FSC 3345** *Online Course*  
**Introduction to Fire Prevention . . . . . (3 cr.)**

Opportunity to study the fundamentals and latest information on fire prevention practices and procedures. Addresses both the public and organizational responsibilities for fire safety and prevention. (Prerequisite FSC 2010)

**FSC 3410** *Online Course*  
**Fire Protection Structures and Systems . . . . . (3 cr.)**

Examines the underlying principles involved in structure fire protection systems, building furnishing, and fire protection systems including water-based fire suppressions systems, fire alarm and detection systems, special hazard suppression systems, and smoke management systems. (Prerequisite FSC 2010) (This course replaces FSC 3460: Fire Protection Systems.) (The FESHE Course Code Equivalent for this course is C295)

**FSC 3440** *Online Course*  
**Building Construction for Fire Protection . . . . . (3 cr.)**

Examines the overview of building construction, building types, designs of structures, and a knowledge of building construction in relation to firefighting. (Prerequisite FSC 2010)

**FSC 3470** *Online Course*  
**Fire Protection Hydraulics and Water Supply . . . . . (3 cr.)**

Fire Protection Hydraulics and Water Supply supports a foundation of theoretical knowledge in order to understand the use of water in fire protection. Students will learn to apply hydraulic principles to analyze and solve water supply problems. (Prerequisite FSC 2010)

**FSC 3480** *Online Course*  
**Fire Department Safety Officer . . . . . (3 cr.)**

Explores the laws, regulations, and standards that affect safe operations and employee safety. In addition, this course examines employer responsibility to provide a safe and healthy work environment and to improve the overall

## UNDERGRADUATE COURSE DESCRIPTIONS

operations of the department by reducing risk to personnel and limiting or decreasing liability. (Prerequisite FSC 2010)

**FSC 3510** *Online Course*

### **Political and Legal Foundations of Fire Protection . (3 cr.)**

Examines the legal aspects of fire service and the political and social impacts of legal issues. This course includes a review of the American legal system and in-depth coverage of legal and political issues involving employment and personnel matter, political process with regard to the fire service. (Prerequisite FSC 2010) (This course replaces FSC 4401: Legal Aspects of Fire Protection.) (The FESHE Course Code Equivalent for this course is C258)

**FSC 3601** *Online Course*

### **Fire Prevention Organization and Management . . (3 cr.)**

Examines the factors that shape fire risk and the tools for fire prevention, including risk reduction education, codes and standards, inspection and plans review, fire investigation, research, planning, various types of influences and strategies. (Prerequisites: FSC 2010, FSC 3345) (The FESHE Course Code Equivalent for this course is C264)

**FSC 3610** *Online Course*

### **Fire Related Human Behavior . . . . . (3 cr.)**

Presents a study of human behavior in fire and other emergency situations. Students will examine current and past research on human behavior, systems models, life safety education, and building design to determine interactions of these areas in emergency situations. Students will develop understanding of a best-practice building life safety system as one that combines knowledge in the areas of psychology and sociology joined with engineering and education to produce the best possible outcomes in terms of human survivability in an emergency. (Prerequisite FSC 2010) (The FESHE Course Code Equivalent for this course is C263)

**FSC 4001** *Online Course*

### **Diversity in the Fire Service . . . . . (1 cr.)**

Provides background information, current diversity situations, and future trends involving diversity. The roles of officers, controversial opinions, types of diversity are explored. Students have the opportunity to evaluate their department and how diversity may assist more in accomplishing its mission.

**FSC 4002** *Online Course*

### **Back to Basics: A Refresher of Fire Fighting Strategies for Company Officers . . . . . (1 cr.)**

This course is designed to reinforce the basic knowledge and skills from basic fire fighter training, while requiring the student to reference advanced knowledge and skills. This course challenges the student to reference and use the experiences gained from a basic fire fighter to present.

**FSC 4110** *Online Course*

### **Advanced Principles in Fire and Emergency Services Safety and Survival . . . . . (3 cr.)**

Examines Line of Duty Death (LODD) and injury data. Students review in depth the 16 Firefighter Life Safety Initiatives that have been adopted to ensure that everyone goes home. (Prerequisite FSC 2010) (The FESHE Course Code Equivalent for this course is C280)

**FSC 4210** *Online Course*

### **Analytical Approaches to Public Fire Protection . . (3 cr.)**

Examines the tools and techniques of rational decision-making in fire and emergency services agencies, including

collection, statistics, probability, decision analysis, utility modeling, resource allocation, and cost-benefit analysis. (Prerequisite FSC 2010) (The FESHE Course Code Equivalent for this course is C265)

**FSC 4310** *Online Course*

### **Disaster Planning and Control . . . . . (3 cr.)**

Examines concepts and principles of community risk assessment, planning, and response to fires and natural and human-caused disasters, including National Incident Management Systems – Incident Command Systems (NIMS-ICS), mutual aid and automatic response, training and preparedness, communications, civil disturbances, terrorist threats/incidents, hazardous materials planning, mass casualty incidents, earthquake preparedness, and disaster mitigation and recovery. (Prerequisite FSC 2010) (The FESHE Course Code Equivalent for this course is C296).

**FSC 4432** *Online Course*

### **Fire Prevention and Code Enforcement . . . . . (3 cr.)**

This course focuses on fire prevention through inspection, code enforcement, the use of model building and fire prevention codes, including detailed information on the legal, economic, and political aspects of the fire inspection process. (Prerequisite FSC 2010)

**FSC 4510** *Online Course*

### **Personnel Management for the Fire and Emergency Services . . . . . (3 cr.)**

Examines relationships and issues in personnel administration and human resource development within the context of fire-related organizations, including personnel management, organizational development, productivity, recruitment and selection, performance management systems, discipline, and collective bargaining. (Prerequisite FSC 2010) (The FESHE Course Code Equivalent for this course is C266)

**FSC 4550** *Online Course*

### **Industrial Fire Protection . . . . . (3 cr.)**

Examines fire prevention and protection within business and industrial environments. The course explores the control of hazards including smoking, housekeeping, electrical, flammable and combustible liquids, flammable gases, welding and cutting. (Prerequisite FSC 2010)

**FSC 4610** *Online Course*

### **Fire and Emergency Services Administration . . . . (3 cr.)**

This course is designed to be a progressive primer for students who want more knowledge about fire and emergency services administration. The course demonstrates the importance of the following skills necessary to manage and lead a fire and emergency services department through the challenges and changes of the 21st century: persuasion and influence, accountable budgeting, anticipation of challenges, and the need for change using specific management tools for analyzing and solving problems. (Prerequisite FSC 2010) (This course replaces FSC 3501: Advanced Fire Administration.) (The FESHE Course Code Equivalent for this course is C271)

**FSC 4631** *Online Course*

### **Advanced Principles of Fireground Strategies and Tactics . . . . . (3 cr.)**

Provides a management oriented focus that progresses from pre-incident preparation to systematically managing the incident. The course helps the student to understand and apply the concepts involved in the development and deployment of an on-scene strategic or tactical plan. (Prerequisite FSC 2010)

**FSC 4710** *Online Course*  
**Applications of Fire Research . . . . . (3 cr.)**

Examines the basic principles of research and methodology for analyzing current fire-related research. The course also provides a framework for conducting and evaluating independent research in the following areas: fire dynamics, fire test standards and codes, fire safety, fire modeling, structural fire safety, life-safety, firefighter health and safety, automatic detection and suppression, transportation fire hazards, risk analysis and loss control, fire service applied research and new trends in fire-related research. (Prerequisite FSC 2010) (The FESHE Course Code Equivalent for this course is C260).

**FSC 4753** *Online Course*  
**Terrorism Incident Management and Emergency Procedures . . . . . (3 cr.)**

Examines the philosophies and tactics of terrorist groups, and discusses emerging terrorism trends. Also, covers the study of terrorism methodology, terrorist incident response, and managing the consequences of terrorist events. (Prerequisite FSC 2010)

// **GEOGRAPHY**

**GEO 201**  
**World Geography . . . . . (3 cr.)**

This course is a general survey of world geography with an exploration of political, physical, and cultural geographic themes. Students will learn the countries of the world, basic geographical forms, climate, and how to use maps effectively (Direct study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**GEO/POL 320**  
**Modern Global Issues . . . . . (3 cr.)**

This course is a broad study of the current global issues of political, economic, cultural, and environmental significance that face the United States and the world. Special attention will be given to understanding geographical significance of those issues. (Direct study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

// **HEALTH CARE MANAGEMENT**

**HCM 1301** *Online Course*  
**Basic Medical Terminology. . . . . (3 cr.)**

This course will provide students with fundamental skills in understanding how to use prefixes, suffixes, and root words to develop medical terms. Students will become familiar with the spelling and definition of common medical terms related to major disease processes, diagnostic procedures, laboratory tests, abbreviations, drugs, and treatment modalities.

**HCM 3002** *Online Course*  
**Introduction to Health Care Management . . . . . (3cr.)**

This course provides an introduction to the field of modern healthcare management through a systematic analysis of the important areas of concern to the healthcare manager. Topics covered include the planning process and how planning is used in healthcare administration; the organizing process and

job design; supporting and implementing decisions; building the quality of clinical service; and providing human resources and plant services.

**HCM 3100** *Online Course*  
**Reimbursement Methods in Healthcare. . . . . (3 cr.)**

This course focuses on payment systems, including those for inpatient and ambulatory care settings, as well as those for psychiatric, hospice, and home health services. Topics include reimbursement and case mix management, revenue cycles, coding compliance requirements, charge-master maintenance, auditing processes, types of insurances, payment systems (e.g., prospective), and various Diagnosis Related Groups. (Prerequisite: HCM 3002)

**HCM 3303** *Online Course*  
**Health Informatics Principles & Practice. . . . . (3 cr.)**

This course provides an overview of health information management, HIM principles, policies and procedures including health data content, collection, quality, registries, access, and retention. This course examines the use of technology in warehousing and mining health care data, communicating health care data, and safeguarding health care data, electronic health records and personal health records. The benefits and challenges of health care information systems as well as the future of health information management systems are discussed. (Prerequisite: HCM 3002)

**HCM 3304** *Online Course*  
**Principles of Epidemiology. . . . . (3 cr.)**

Examines the genetic and environmental determinants and distribution patterns of disease among human populations. Methods for developing and testing approaches for disease prevention and control are also discussed. (Prerequisites: HCM 1301, HCM 3002)

**HCM 3305** *Online Course*  
**Community Health . . . . . (3 cr.)**

This course provides practical guidance in the areas of community health, health education, and health promotion. This course will also cover information about the design, development, and evaluation of health programs in the community. Consideration will be given to racial, ethnic, socioeconomic, political, and residential patterns of health and the impact that each has on community health. Prerequisites: HCM 1301, HCM 3002)

**HCM 3801** *Online Course*  
**Issues and Trends in Health Care . . . . . (3 cr.)**

This course provides an overview of the nature of the health care system, factors influencing the distribution of health care, mainstream and alternative health manpower, the social distribution and meaning of illness in the United States. Topics including bioethical issues, and contemporary issues such as bioterrorism, human genome project, rising prescription drug costs, and urbanization, social stress, and mental illness are covered. Prerequisites: HCM 1301, HCM 3002)

**HCM 4053** *Online Course*  
**Financial Management of Health Care Organizations . . . . . (3 cr.)**

This course introduces many financial management aspects in health care organizations by covering many considerations and factors affecting the financial aspects of providing health care in today's dynamic and competitive environment. Students learn the different types of budgets and how they are utilized. (Prerequisite: HCM 3002)

**HCM 4201** *Online Course*  
**Health Care Law . . . . . (3 cr.)**  
 This course provides background and legal principles for problems concerning our health care delivery system. Focuses on professional regulation and the managed care and hospital certification programs that impact professional practice. Designed to prepare clinical and administrative healthcare personnel for the challenges of understanding today's important issues— from handling patient records and avoiding malpractice to abortion, AIDS, and the right to die. (Prerequisite: HCM 3002)

**HCM 4303** *Online Course*  
**Comparative Health Systems . . . . . (3 cr.)**  
 This course examines the structure of the major health care systems in the United States in a comparative analysis with other countries, focusing on financing, reimbursement, delivery systems and adoption of new technologies. Students will study the relative roles of private sector and public sector insurance and providers, and the effect of system design on cost, quality, efficiency, access to primary and specialty care, and equity of medical services. (Prerequisites: HCM 3002 and HCM 3801)

**HCM 4304** *Online Course*  
**Project Management for Healthcare Professionals . (3 cr.)**  
 This course teaches students the principles of project management, reengineering, and work redesign. Students will focus on developing strategies necessary to initiate, plan, implement, and disseminate the results of a health science project. (Prerequisite: HCM 3002)

**HCM 4305** *Online Course*  
**Long-Term Care Management . . . . . (3 cr.)**  
 Reviews the wide variety of health care facilities and services outside the hospital environment, along with the management of organizations that deliver health care services such as nursing homes, assisted living facilities, adult day care, home health, housing, and wellness. Introduces ethical and quality of care issues in LTC, the role of technology in LTC, and marketing and leadership responsibilities. Examines current and future trends of long-term care management. (Prerequisites: HCM 3002 and HCM 3801)

**HCM 4307** *Online Course*  
**Health Care Quality Management. . . . . (3 cr.)**  
 This course examines the history of the quality movement in the United States as adapted by leading healthcare organizations. Methods of assessing quality and techniques for process improvement are discussed, as well as opportunities for preventing adverse events. Lean, Six Sigma, Constraints Theory, and other key approaches to quality improvement are reviewed with an emphasis on developing, executing, and reporting the findings of common projects in healthcare. (Prerequisite: HCM 3002)

**HCM 4308** *Online Course*  
**Research Methods for Health Professionals . . . . (3 cr.)**  
 This course focuses on basic concepts of statistics such as measures of central tendency and variability; concepts of test validity, reliability, and objectivity; and on basic techniques used in inferential statistics. This course will also examine the basic components required for designing, conducting, and interpreting health-related research. Topics discussed include research design, methodologies, observational studies, experimental and quasi- experimental design, inherent biases, ethical considerations, use of primary and secondary data, statistical techniques and software programs utilized to analyze and interpret data, and common formats used to report the findings. (Prerequisites: HCM 1301 and HCM 3002)

**HCM 4320** *Online Course*  
**Development and Strategic Planning in Healthcare (3 cr.)**  
 Development and Strategic Planning in Health Care is an integrated capstone course which promotes understanding of the dynamics of strategic planning for medical organizations of all kinds. Students will cultivate skills in environmental assessment, diagnose organizational problems, identify opportunities for improvement, formulate and select strategic alternatives, and create strategic management action plans for effective implementation. Emphasized is the importance of leadership for effective strategic planning in health care organizations. (Prerequisites: HCM 3002 and HCM 3304)

**HCM 4400** *Online Course*  
**Risk Management in Healthcare. . . . . (3 cr.)**  
 This course introduces the concepts of health care risk management and will focus identifying real and potential risks in health-care settings. This course will also explore patient rights issues that give rise to common risk management concerns. (Prerequisites: HCM 3002 and HCM 4201)

## // HISTORY

**HIS 110**  
**Ancient World . . . . . (3 cr.)**  
 A survey of global societies including Europe, Asia, Africa, and the Americas from prehistory to around AD 500. There will be a focus on the birth of civilization and its struggle for existence. (Spring)

**HIS 120**  
**Medieval World. . . . . (3 cr.)**  
 A survey of global societies including Europe, Asia, Africa, and the Americas which existed in the thousand year period between the ancient and modern eras (c. AD 500-500). Attention will be given to the massive and creative developments of this period. (Fall)

**HIS 161**  
**Modern World . . . . . (3 cr.)**  
 A survey of global societies including Europe, Asia, Africa, and the Americas from the Renaissance through the first half of the 20th Century and the beginning of the Cold War (1500-1945). Particular focus will be given to issues of Imperialism, Nationalism, and Industrialism. (Spring)

**HIS 171**  
**Contemporary World. . . . . (3 cr.)**  
 A survey of global history in the 20th and 21st centuries with emphases on the legacy of the world wars, the Cold War, and the rise of the post-colonial Third World. This course will study the impact of modernization and globalization of nationalist and extremist responses, including the issue of modern terrorism. (Fall)

**HIS 201**  
**U.S. History to 1877 . . . . . (3 cr.)**  
 A survey of social, political, economic, religious, and cultural institutions from pre-Columbian America through the Reconstruction. (Fall)

**HIS 202**  
**U.S. History since 1877 . . . . . (3 cr.)**  
 A survey of the social, political, cultural, and economic developments in the United States with special attention given to the emergence of the United States as a world power. (Spring)

**HIS 210**

**Methods of History . . . . . (3 cr.)**

An introduction to the field of history with an overview of historical theory and methods. Students will learn how to analyze primary and secondary sources, to incorporate historiography into their research and writing, and to utilize the Chicago Manual of Style. Assessment will be based on the research, writing, and presentation of a conference-style paper. This course is designed to enhance student effectiveness in subsequent upper-division history courses and thesis writing. Students are expected to take this course during their sophomore year. (Fall)

**HIS 300**

**History of the Northern Plains . . . . . (3 cr.)**

A regional study of the Northern Plains with primary coverage of Iowa, Minnesota, Nebraska, and the Dakotas and some coverage of surrounding states and cities such as Chicago. This course begins with the Plains Indians around 1800 and continues to the present. Techniques in regional and local history will be investigated. Offered every second Fall Semester in odd years. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 310**

**Ancient Greece . . . . . (3 cr.)**

This course covers the political, social, economic, and cultural history of ancient Greece from the Dark Ages through the Classical and Hellenistic eras until Roman conquest. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS/REL 315**

**Early Church History . . . . . (3 cr.)**

This course covers the history of the early church from the ministry of Jesus Christ to the Council of Nicaea in 325. It concentrates on the major figures, issues, and heresies of the early Christian movement. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 320**

**Roman Republic and Empire . . . . . (3 cr.)**

This course covers Roman political, social, economic, and cultural history from the Roman Republic to the fall of the Roman Empire. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 322**

**The Vikings . . . . . (3 cr.)**

A study of Scandinavian culture and society from the Carolingian era migrations through the rise of the Christian monarchies. Emphases will be placed on political, military, economic, social, and cultural themes as well as the impact that Viking Scandinavians had on Europe, North America, and the Near East. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 327**

**Medieval England . . . . . (3 cr.)**

Traces the major political, social, and administrative changes from the Norman Conquest in 1066 to the Battle of Bosworth in 1485. (Directed study will be offered through the

department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 328**

**British Empire . . . . . (3 cr.)**

A study of the British Empire with a focus on the 19th and 20th centuries with regard to the expansion of empire, colonial government, nationalist responses, the impact of world wars, the collapse of empire, and the formation of commonwealth. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 329**

**Modern Britain . . . . . (3 cr.)**

A study of modern Britain from 1815 to the present. There will be an examination of Britain's domestic transformation into a social welfare state, its cultural and intellectual achievements, its participation in world events, the climax and collapse of the British Empire, and Britain's post-imperial legacy. Offered every second Spring Semester in even years. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 335**

**Medieval Europe . . . . . (3 cr.)**

A study of Medieval Europe from the fall of the Roman Empire to the eve of the Reformation. Emphases will be placed on the development of medieval culture, the rise of the Christian Church and nation-states, and the famines, plagues, and wars that challenged society. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS/REL 336**

**Introduction to the Muslim World . . . . . (3 cr.)**

An introduction to the foundations of Islam: Muhammad, the Qur'an, and the sources of Islamic faith. The course includes an overview of the spread of Islam from its early beginnings to the present. The course also examines Muslim beliefs and practices and the diversity of ways of being Muslim in the world today. Student research explores various forms of life and piety in selected locations of Asia, Africa, the Middle East, Europe, and North America. Attention is paid to the area of Christian-Muslim relations with the goal of fostering better understanding between the two communities. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 340**

**Modern Germany . . . . . (3 cr.)**

A study of Modern Germany from 1871 to the present with an emphasis on the political, economic, social, cultural, intellectual, and military achievements as well as its challenges for itself and the world during the Second Reich, Weimar Republic, Third Reich, and Bundesrepublik. Offered every second Fall Semester in even years. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 345**

**Early Modern Europe . . . . . (3 cr.)**

A study of European development from the Peace of Westphalia in 1648 to the French Revolution of 1792. Emphasis will be placed on the Geographic, Social, Cultural and Political developments that propelled Europe into the

dominant region of the modern world. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 355  
Modern Africa . . . . . (3 cr.)**

A study of African history since the early 19th century with a concentration on the impact of European imperialism and the rise of New Africa after independence. Emphases will include an examination of imperialism, nationalism, socialism, and ethnic rivalry. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 360  
Modern Latin America . . . . . (3 cr.)**

A study of Latin American history since independence, including an examination of the Caudillo era, the rise of Marxism, the challenge of democracy, and American intervention. Offered every third year in the Spring Semester (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 405  
Colonial and Revolutionary America . . . . . (3 cr.)**

A study of the origins and expansion of colonial America in the 17th-18th centuries, as well as an examination of the American Revolution, early confederation, and constitutional conventions. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 417  
American Civil War . . . . . (3 cr.)**

Traces the main political, social, and military events in American history from the war with Mexico in 1846-1847 through the crises of the 1850s culminating in the Civil War from 1861-1865. Offered every second Spring Semester in odd years. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS/POL 418  
Modern American Presidency . . . . . (3 cr.)**

A study of the chief executive of the United States from McKinley to the present, with a special emphasis on the evolution of the office due to the social factors and individuals who shaped it. Course will examine the impact of presidents on government structures through their domestic and foreign policies. Offered during the Fall Semester of presidential election years. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 420  
Contemporary America . . . . . (3 cr.)**

A study of American history since 1945, with emphases on the Cold War, the rise of technology and mass culture, and the crescendo and crises of the late 20th and early 21st centuries. Offered every third year in the Fall Semester. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 460  
The Great War . . . . . (3 cr.)**

This course covers the main political, economic, and military causes and developments of the Great War, 1914-1918. A

study of the political and diplomatic tensions as well as the imperial and nationalist rivalries at the turn of the century and continues through the war to the Peace of Versailles. American or European emphases will be dependent on the instructor. Offered every second Spring Semester in odd years. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 461  
American Women's History . . . . . (3 cr.)**

A survey of American women's history from before European contact to the present, with a special emphasis on women's evolving experiences of work and family. Offered every third year in the Fall Semester. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS/POL 462  
FDR: Depression and War . . . . . (3 cr.)**

A survey of the major events in American history during the era of Franklin D. Roosevelt. Emphasis will be on the Great Depression, the New Deal, and WWII. Course will include an examination of the political, social, military, and economic changes that make this era a turning point in American history. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 463  
African American History . . . . . (3 cr.)**

A survey of African American history from the trans-Atlantic slave trade to the present, with a special emphasis on the black struggle for freedom. Offered every third year in the Spring Semester. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 464  
American Environmental History . . . . . (3 cr.)**

A survey of American environmental history from before European contact to the present, with a special emphasis on the relationship between economic development and environmental vitality. Offered every third year in the Spring Semester. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 465  
World War II . . . . . (3 cr.)**

This course covers the main political, economic, and military causes and developments of World War II, 1939-1945. It begins with the failure of Versailles and the rise of Fascism, and continues through the war to the atomic age and beginning of the Cold War. Offered every second Spring Semester in even years. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 467  
U.S. Foreign Policy . . . . . (3 cr.)**

This course traces the evolution of the U.S. foreign policy and its required government institutions from the Revolution to its present role as a world leader. Politics and diplomacy are combined with a focus on the social and economic issues that inevitably become intertwined. Offered every second Fall Semester in odd years. (Prerequisite: ENG/HON 106 and ENG/

HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS/ENG 470**

**The Vietnam War . . . . . (3 cr.)**

This class centers on the American involvement in Southeast Asia from 1965 to 1972 through the disciplines of history and English. It also covers to a lesser degree the French colonial experience in Indo-China and the history of the united Vietnam after reunification in 1975. As an interdisciplinary course, the focus is not only on the historical narrative but on the literature of the period as well from American, South Vietnamese, and North Vietnamese sources. Film, music, and direct recollections of the US Vietnam veterans are used in the course. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS/ENG 471**

**From the Beats to the Beatles . . . . . (3 cr.)**

This interdisciplinary course will examine American counterculture, political activism, and post-modern literature after 1945. Offered every third year in the Spring Semester. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 475**

**Special Topics . . . . . (3 cr.)**

Topics will vary and are determined by the instructor. This may be offered as a team-taught interdisciplinary course in conjunction with another discipline. Offered occasionally as determined by the department. ((Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**HIS 499**

**History Seminar. . . . . (1 cr.)**

Seminars will cover announced topics and can be taken as a stand-alone course or in conjunction with a lecture course of a similar topic. Seminars may be organized in either a reading or research format with the former requiring a formal annotated bibliography and the latter requiring an advanced research paper. Historiography and theory will be emphasized in either format. History majors are required to complete three seminars for graduation. Topics will vary and are determined by the instructor. This may be offered as a team-taught interdisciplinary course in conjunction with another discipline. May be repeated with different topics. (Prerequisite: HIS 210)

**HIS 495**

**Internship. . . . . (6 cr.)**

Internships are designed to give students practical experience by placing them in a professional setting related to their major and professional interests such as, but not exclusive to, a museum, archive, historical site, government office, legal office or business. A written request for an internship including a description of the setting and type of work to be done by the intern must be approved by a majority of the Department's full time faculty prior to registering for HIS 495. Internships will be supervised by an on-site facilitator as well as the student's major advisor. A minimum of 25 clock hours of supervised work is required for each hour of credit. At the end of the internship, the student shall submit a written report on their experience to their advisor for approval and the department for review. (Prerequisites: Completion of HIS

210 Methods of History and at least 21 credits in the History Major)

**HIS 496**

**Senior Thesis Research . . . . . (3 cr.)**

History seniors who do not complete an internship or student teaching are required to submit a senior thesis which is supervised through the History Department faculty. The thesis will involve extensive primary and secondary research on an approved topic, which will result in a written work that is appropriate for presentation or publication. The thesis will be researched and written over the span of the senior year, with the student conducting guided research during the fall semester of the senior year. The project's progress must be approved by the full department. (Prerequisites: Senior status and completion of HIS 210)

**HIS 497**

**Senior Thesis Writing. . . . . (3 cr.)**

History seniors who do not complete an internship or student teaching are required to submit a senior thesis, which is supervised through the History Department faculty. The thesis will involve extensive primary and secondary research on an approved topic, which will result in a written work that is appropriate for presentation or publication. The thesis will be researched and written over the span of the senior year, with the student producing a finished research paper during the spring semester of the senior year. The final paper must be completed and approved by the full department. (Prerequisite: Satisfactory completion of HIS 496)

**HIS 498**

**History Seminar. . . . . (3 cr.)**

Seminars will cover announced topics and can be taken as a stand-alone course or in conjunction with a lecture course of a similar topic. Seminars may be organized in either a reading or research format with the former requiring a formal annotated bibliography and the latter requiring an advanced research paper. Historiography and theory will be emphasized in either format. History majors are required to complete three seminars for graduation. Topics will vary and are determined by the instructor. This may be offered as a team-taught interdisciplinary course in conjunction with another discipline. May be repeated with different topics. (Prerequisite: HIS 210)

**HIS 1100**

*Online Course*

**Ancient World . . . . . (3 cr.)**

A survey of global societies including Europe, Asia, Africa, and the Americas from prehistory to around AD 500. There will be a focus on the birth of civilization and its struggle for existence.

**HIS 1110**

*Online Course*

**American History I . . . . . (3 cr.)**

By the end of this course, you will understand the major political, social, economic, and cultural developments in American history, from first contact through Reconstruction. Furthermore, you will be able to trace the evolving relationship between various minority groups and America's dominant white male culture.

**HIS 1120**

*Online Course*

**American History II . . . . . (3 cr.)**

The United States is a pluralistic place where diverse characters pursue their own distinctive visions of The American Dream side by side. But those Dreams often conflict with one another. In fact, Americans form a nation of so many voices that people rarely understand one another. Our plot this semester will be peopled by a motley crew: Joseph, Muir, Du Bois, Addams, Long, Carson, Carmichael, Chavez,

Falwell. These names may not mean anything to you now, but they will form a familiar cast of characters by the time that the final exam rolls around. Each posited a unique vision of The American Dream, each spoke with a distinctive voice. These figures represent the subject of our inquiry: the United States since 1877.

**HIS 1200** *Online Course*  
**Medieval World** . . . . . (3 cr.)  
 A survey of global societies including Europe, Asia, Africa, and the Americas which existed in the thousand year period between the ancient and modern eras (c. AD 500-1500). Attention will be given to the massive and creative developments of this period.

**HIS 1610** *Online Course*  
**Modern World** . . . . . (3 cr.)  
 A survey of global societies including Europe, Asia, Africa, and the Americas from the Renaissance through the first half of the 20th Century and the beginning of the Cold War (1500-1945). Particular focus will be given to issues of Imperialism, Nationalism, and Industrialism.

**HIS 1710** *Online Course*  
**Contemporary World** . . . . . (3 cr.)  
 A survey of global history in the 20th and 21st centuries with emphases on the legacy of the world wars, the Cold War, and the rise of the post-colonial Third World. This course will study the impact of modernization and globalization of nationalist and extremist responses, including the issue of modern terrorism.

**HIS 3630** *Online Course*  
**African American History** . . . . . (3 cr.)  
 A survey of African American history from the trans-Atlantic slave trade to the present, with a special emphasis on the black struggle for freedom.

## // HONORS COLLEGE

**HON/ENG 106**  
**Honors Freshman: Composition I** . . . . . (3 cr.)  
 This honors level course in academic literacy focuses on university writing, critical thinking, and active reading. Students develop their abilities to analyze source texts, synthesize ideas, and advance arguments in writing. Reading-to-write is emphasized with a curriculum focused on Ancient Greece. (Open to students accepted into the Honors College Program) (Fall)

**HON/ENG 107**  
**Honors Composition II** . . . . . (3 cr.)  
 This course focuses on the critical reading of literary texts through a study of the French Revolution, its flaws, and its ideals. Class discussion and writing projects provide opportunity for analysis, synthesis, and interpretation of the texts as students develop increasing academic literacy. (Open to students in the Honors College Program) (Prerequisites: ENG 106 or ENG 120 and ENG 121) (Spring)

**HON 200**  
**Honors Philosophy** . . . . . (3 cr.)  
 A team-taught seminar that explores the process of disciplinary thinking. Each unit examines a person or an idea that has impacted how we consider what it means to be human. Emphasis is placed on critical thinking skills as evidenced in both oral and written contributions. (Strongly advised for all Honors College students; required for potential

Waldorf Scholars. Non-honors students may take the course with the permission of the Director of the Honors College.) (Prerequisites: ENG/HON 107 or ENG 121) (Fall)

**HON/REL 205(H)**  
**Contemporary Ethical Issues** . . . . . (3 cr.)  
 A study of the contemporary ethical issues beginning with the human predicament and an examination of classic methods of moral reasoning. Christian contributions to the moral conversation are examined and applied to real life moral issues as well. The purpose of the class is for students to examine and become more intentional in their own moral reasoning. (Prerequisites: HON 106, HON 107, REL 103 and PHL 111)

**HON 279**  
**Honors Colloquium I** . . . . . (1 cr.)  
 A course designed to foster critical thinking, in-depth analysis, and communication skills through reading, discussion, and writing about a single topic. Course may be repeated. (Prerequisite: Cumulative GPA 3.00 or permission of the Honors College Director)

**HON 289**  
**Honors Colloquium II** . . . . . (1 cr.)  
 A course designed to apply the critical thinking skills from the honors curriculum to service learning opportunities. The class will select a campus or community issue and interact with constituent groups to resolve the issue. (Prerequisite: Cumulative GPA 3.00 or permission of the Honors College Director)

**HON 399**  
**Honors World Trip** . . . . . (1 cr.)  
 This course is designed to prepare students for an overseas travel experience. Students will study the history and culture of the destination as well as assist in the creation of the itinerary and making travel arrangements. (Prerequisite: Actively making progress towards completing the Honors Curriculum and a Cumulative GPA of 3.5 or permission of the Honors College Director) (Spring and May term of even-numbered years)

**HON 499**  
**Honors Thesis** . . . . . (1 cr.)  
 The topic for the Honors thesis must be approved by the honors director and the thesis advisor. Students may choose to work in any discipline. The thesis will involve extensive research which will result in a written work that is appropriate for presentation at Inquire, the university's undergraduate academic conference. (Prerequisite: Actively making progress towards completing the Honors Curriculum) (Every Fall and Spring)

## // HOMELAND SECURITY

**HLS 2050** *Online Course*  
**Introduction to Terrorism** . . . . . (3 cr.)  
 Examines the various types of terrorism and known terrorist groups deemed to be a probable threat against the citizens of the United States, and explores various techniques and resources designed to counterterrorist threats in the United States.

**HLS 3000** *Online Course*  
**American Homeland Security** . . . . . (3 cr.)  
 Explores the terms and definitions that apply specifically to Homeland Security as well as the recognition and utilization

of national resources and political interaction. Evaluates all related elements of homeland security as well as terrorist organizations and the motivations behind each. Analyzes the variety of career paths in homeland security.

**HLS 3050** *Online Course*

**Terrorism Response Operations . . . . . (3 cr.)**  
Prepares students for the world of EMS Special Operations. Special Operations Paramedics (SOPs) are highly trained EMS professionals who provide patient care in dangerous environments. Some of the Special Ops covered in this course include vehicle extrication, low/high angle rescue, water rescue, rescue and recovery during disaster, and a diversity of other operations. The course also addresses key aspects of managing EMS Special Operations.

**HLS 3304** *Online Course*

**Ethical and Legal Issues in Homeland Security . . . (3 cr.)**  
Survey of American constitutional and national security law, homeland security legislation, and judicial opinions. Examination of conduct codes, ethical decision-making, ethical leadership, and moral courage.

**HLS 3305** *Online Course*

**Disaster Planning and Management . . . . . (3 cr.)**  
This course examines the actions needed and the personnel involved in disaster planning, preparedness, response, and recovery with specific reference to terrorism incidents.

**HLS 3306** *Online Course*

**Homeland Security Technology . . . . . (3 cr.)**  
Contrasts various Homeland Security Technology options with emphasis on prevention, protection, mitigation, interdiction/ intervention, inspection, detection, and response technologies as they relate to domestic homeland security and first responders operations.

**HLS 3500** *Online Course*

**Weapons of Mass Destruction . . . . . (3 cr.)**  
The course provides an overview of a broad range of topics concerning the use of weapons of mass destruction (WMD), including nuclear, chemical, and biological weapons, development, and terrorist use. The course context is structured to discuss the threat of WMD due to terrorism and rogue states' development of WMD. The goal of the course is to inform the background history and technical concerns as well as how to deal with these concerns in the future.

**HLS 4302** *Online Course*

**Preparedness and Response Partners . . . . . (3 cr.)**  
Examines the diversity of homeland security partners, their capabilities, strengths, and improvement areas in terms of collaborative preparedness and response (Prerequisites: HLS 2050, HLS 3000, HLS 3050, and HLS 3305)

**HLS 4303** *Online Course*

**Critical Infrastructure Protection. . . . . (3 cr.)**  
This course will provide students an opportunity to assess what programs are in place and their adequacy to protect information systems and technology. This assessment will include industry standards (such as ISO 27001), governmental efforts (such as the National Infrastructure Protection Plan), and interrelationships of information systems and technology to other types of critical infrastructure (such as municipal services, finance and banking, power, etc.). By looking at current best practices students will determine these programs effectiveness and what future measures may need to be developed. Students will gain hands on exercises

with implementing network policies, access protection, virtualization, and network protocols.

**HLS 4320** *Online Course*

**Homeland Security Capstone . . . . . (3 cr.)**  
Students will demonstrate integrative knowledge and comprehension of the concepts they have learned by completing each of the previous HLS required core courses. Students will develop a final project based on a real-world problem in homeland security by applying the knowledge and tools learned throughout the course and the homeland security program. Prerequisites: HLS 2050, HLS 3000, HLS 3050, HLS 3305, HLS 3500, HLS 3304, and HLS 3306)

## // HUMANITIES

**HUM 110**

**Freshman Seminar . . . . . (1 cr.)**

This team taught (Faculty and Student Services) first year course required of all new first year students explores the transition of the first year student to the new university setting. Material covered is designed to equip new students with the knowledge and skills to help them have a successful academic and social first year at the university. Understanding learning styles, reflecting on social decision making, exploring community/campus resources and a first year reading and discussion will all be part of this fun and interactive class.

**HUM 120**

**Artistic Expression . . . . . (3 cr.)**

This course examines the functions and form of the fine and performing arts. Included in this course are requirements to attend gallery exhibits, concert events, and theatre productions.

**HUM 300**

**Investigations in the Humanities/  
What Does it Mean to be Human? . . . . . (3 cr.)**

In this course students study different answers to (and ways of asking) a basic question: What does it mean to be human? The course focuses on up to six different points in time and places on the map; these may vary from semester to semester. Some of the ways to unpack the course questions are as follows: What is Justice? How is mortality experienced? What is the relationship between humans and their gods or God? What are the rights, privileges or responsibilities of human beings? What are the values that guide human choices? What do humans consider beautiful or ugly, melodious or cacophonous? The course focuses on specific artifacts (e.g. texts, artwork, music) from those six periods, taking the time to analyze the artifact and the people that produced it. Discussion of some artifacts may be guided by guest lecturers who are scholars/artists in relevant fields. (Prerequisites: (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121; PHL 111 and HUM 120)

**HUM 1000**

*Online Course*

**Warrior Seminar . . . . . (3 cr.)**

This course is designed to help students develop university-level skills for academic success by focusing on life skills, holistic wellness, strategies for academic success, and connecting with Waldorf University.

**HUM 1020**

*Online Course*

**Critical Thinking . . . . . (3 cr.)**

Introduces the art of devising ways to improve the quality of learning and life by systemically improving the thinking that underlies them.

## MATHEMATICS

### MTH 100

#### Basic College Mathematics . . . . . (4 cr.)

Introduction to mathematics, whole numbers, fractions, decimals, percent, ratio and proportion, and applications of arithmetic. Algebra: operations on polynomials, factoring and fractions, equations and inequalities, graphing, exponents and radicals, quadratic equations, and concepts in geometry and applications. (Prerequisite: Admission by placement exam or consent of the instructor or university Registrar)

### MTH 101

#### General Education Mathematics . . . . . (4 cr.)

Designed primarily for the student who does not plan to specialize in mathematics or related science. This course emphasizes fundamental concepts and applications of mathematics along with formal techniques. Topics discussed will be number bases and real numbers, intermediate algebra, geometry and right triangle trigonometry, probability and statistics, and sets. (Prerequisite: One year of elementary algebra)

### MTH 102

#### Liberal Arts Mathematics . . . . . (4 cr.)

Designed primarily for students who have a sufficient background in Algebra. This course is suitable for inclusion in a program of study for elementary education math students. Survey of applications of mathematics to real-world problems. Topics are from graph theory, management science, political science, statistics, and computer science. (Prerequisite: Math ACT score of 20, Math SAT score of 530, passing score on math placement exam or MTH 101)

### MTH 103

#### College Algebra & Trigonometry . . . . . (5 cr.)

For those who have a good background but not a working knowledge of algebra and trigonometry. Topics include: basic algebraic operations, inequalities, functions and their representation, polynomial functions, exponential and logarithmic functions, trigonometric functions and applications, algebra of vectors and analytic geometry of the plane. (Prerequisite: Three years of high school mathematics including Algebra I and Algebra II)

### MTH 110

#### Quantitative Methods . . . . . (4 cr.)

Special attention given to applications in business and the social sciences. Topics include matrix algebra, linear programming, mathematics of finance, basic concepts of probability, and Markov Chains with applications. (Prerequisite: Algebra I and Algebra II or MTH 101)

### MTH 201

#### Elementary Statistics . . . . . (4 cr.)

An introduction to statistical methods, including: organization of data, graphical representation of data, measures of location and dispersion, elementary probability, theoretical frequency distribution, sampling, estimation, hypothesis testing, correlation, regression, and analysis of variance. This course is of particular interest to students majoring in business, education, social, and biological sciences. (Prerequisites: Algebra I and Algebra II or MTH 101)

### MTH 203

#### Calculus I . . . . . (4 cr.)

This course is for those who have a sufficient background in algebra and trigonometry. Topics include: functions, continuity

and limits, derivatives of algebraic and trigonometric functions, applications of derivatives, and the definite integral and applications. (Prerequisite: four years of high school mathematics or MTH 103)

### MTH 204

#### Calculus II . . . . . (4 cr.)

Extension of concepts of limit, derivative, and integral to include log and exponential functions with applications. Techniques of integration, improper integrals, "L'Hospital's" rule, infinite series, numerical integration, and polar forms. (Prerequisite: MTH 203)

### MTH 300

#### Discrete Mathematics . . . . . (4 cr.)

An introduction to discrete structures. Material covered will include sets, propositions, proofs, functions and relations, equiv-alence relations, quantifiers, Boolean algebras, and graphs. (Prerequisite: MTH 204 or taken concurrently)

### MTH 330

#### Linear Algebra . . . . . (4 cr.)

An introduction to the theory and applications of linear algebra. Topics include vector spaces, matrices, linear transformations, determinants, eigenvalue and eigenvectors, and inner product spaces. (Prerequisite: MTH 300)

### MTH 340

#### Classical and Modern Geometry . . . . . (4 cr.)

Selected topics from logical systems and basic laws of reasoning, foundations of Euclidean geometry, finite geometries, geometric loci, transformations, inversion, and non-Euclidean geometry to include hyperbolic plane geometry, projective geometry, affine geometry, and computer geometry. (Prerequisite: MTH 300)

### MTH 1010

*Online Course*

#### General Education Mathematics for Online Students . . . . . (3 cr.)

Designed primarily for the online student who does not plan to specialize in mathematics or related science. The course emphasizes the fundamental concept of mathematics along with formal techniques. Topics discussed will be number bases, real numbers, intermediate algebra, geometry, right angle trigonometry and sets. Hardware Required: TI-83 or TI-84 calculator (Prerequisite: One year of elementary algebra. Note: This course is not suitable for inclusion in an Education licensure program at Waldorf University.)

### MTH 2000

*Online Course*

#### Managerial Mathematics . . . . . (3 cr.)

Overview of topics in finite mathematics together with their applications for the analysis involving real life situations. All operations can be performed by hand, but a TI-83 or TI-84 calculator is highly recommended. Hardware Required: TI-83 or TI-84 calculator

### MTH 2023

*Online Course*

#### Elementary Statistics . . . . . (3 cr.)

Elementary Statistics provides the basic principles and issues relevant to the understanding of data sources and research. Students gain an overview of the basic concepts of statistics by exploring the world of descriptive statistics, probability, and inferential statistics. Hardware Required: TI-83 or TI-84 calculator

## MUSIC EDUCATION

### MUE 341

#### Methods of General Music in the Public Schools, K-12 . . . . . (4 cr.)

A course designed for the music specialist who will be teaching and supervising in elementary, middle, and senior high school. Various school music methods are studied including Orff and Kodaly. Special emphasis is given to the National Standards developed by MENC. Grade level achievement and goals in the development of the child are examined. Teaching skills are developed in a laboratory teaching environment. The course will include assessment and testing. Membership in MENC is required. Includes 20 hours of field experience in a pre-student teaching clinical experience. Must be accepted into Teacher Education Program. (Prerequisites: EDU 201, EDU 202; MUS 201, 204 or with permission from the course instructor)

### MUE 351

#### Methods of Musical Drama in the Schools . . . . . (2 cr.)

This course is designed to introduce students to the materials and techniques necessary for directing the performance of musicals in a secondary school setting. In addition to classroom lectures and discussions, students also observe rehearsals and performances of musicals in local area schools. Practical experience in musical drama production is provided through a separate two-hour credit course involving musicals sponsored by the Music Department. Offered only as needed. Must be accepted into Teacher Education Program.

### MUE 360 through MUE 362

The following three courses cover the study of teaching and performance techniques and methods in each of the three categories of band instruments. Includes selection and care of instruments, basic literature, and rudimentary performance on instruments in each of the categories.

### MUE 360

#### Percussion Skills . . . . . (1 cr.)

Covers basic skills of snare drum, tympani, mallets, and auxiliary percussion.

### MUE 361

#### Woodwind Skills . . . . . (1 cr.)

Covers the basic skills of the single reed, double reed, and flute instruments. A unique component of the class is a unit on the recorder as an introduction to woodwind playing.

### MUE 362

#### Brass Skills . . . . . (1 cr.)

Covers basic skills of trumpet, horn, euphonium, trombone, and tuba playing.

### MUE 363

#### Vocal Skills . . . . . (1 cr.)

Students will learn the fundamentals of singing technique, basic elements of vocal pedagogy, and strategies of vocal repertoire selection for young singers. Students will study three vocal pieces and teach volunteer students private vocal lessons.

### MUE 441

#### Methods of Performance Ensembles in the Schools . . . . . (3 cr.)

A comprehensive course in leading public school choral and instrumental music programs, from late elementary (beginning band and chorus) through high school ensembles. Includes recruitment methods, book selection, scheduling,

budgeting, rehearsal procedures and techniques, motivation and classroom management, with special emphasis on advocacy. MENC membership required. Includes 20 hours of field experience and a pre-student teaching clinical experience. Must be accepted into Teacher Education Program. (Prerequisites: EDU 201, EDU 202; MUS 202, MUS 204, MUS 215; and piano proficiency; or with permission from the course instructor)

## MUSIC: APPLIED MUSIC STUDIES

*Music Ensembles (0.5 credit each)*

### MSA 100C

#### Choir

### MSA 100D

#### Warrior Drumline

### MSA 100J

#### Jazz Ensemble

### MSA 100SC

#### Schola Cantorum

### MSA 100SK

#### Sangkor

### MSA 100W

#### Wind Ensemble

### MSA

#### Lessons (varies by lesson)

Applied lessons can be taken at the non-major or the music major level. Lessons are designated with the MSA heading and the area of study by a one letter suffix as follow:

- // Brass (B)
- // Harpsichord (H)
- // Organ (O)
- // Percussion (D)
- // Piano (P)
- // Strings (S)
- // Voice (V)
- // Woodwinds (W)

### MSA 113

#### Class Voice . . . . . (1 cr.)

A class of beginning students in voice production as related to the art of singing. Introduction to vocal literature given with class performance required.

### MSA 115

#### Piano Skills I. . . . . (1 cr.)

Designed for the beginning piano student who wishes to learn the introductory fundamentals of piano. Hand and body position, elementary use of chords, and harmonization for simple songs, sight reading, and basic piano technique are emphasized.

### MSA 116

#### Piano Skills II . . . . . (1 cr.)

Designed for the beginning piano student who wishes to learn the introductory fundamentals of piano. Hand and body position, elementary use of chords, and harmonization for simple songs, sight reading, and basic piano technique are emphasized.

MSA 171 and MSA 172 designates lessons for non-music-majors and MSA 181 through MSA 184 designates lessons for music majors. Availability of applied study with a Waldorf University faculty member is limited. Music majors and minors are given first priority, then those fulfilling scholarship obligations, followed by those who are members of Waldorf

performing ensembles. Registration for lessons requires payment of a fee as outlined in the Music Department Handbook. Once lessons have commenced, the fee is non-refundable.

**MSA 171**  
**Lesson . . . . . (1 cr.)**

Applied study at the non-major level, MSA 171 will be a half hour lesson for one credit. Further details are found in the Music Department Handbook. Permission of the instructor required. (Can be repeated for credit) (Requires lesson fee)

**MSA172**  
**Lesson . . . . . (2 cr.)**

Applied study at the non-major level, MSA 172 will be an hour lesson for 2 credits. Further details are found in the Music Department Handbook. Permission of the instructor required. (Can be repeated for credit) (Requires lesson fee)

**MSA 181**  
**Lesson . . . . . (1 cr.)**

Applied study at the music major level, first year, first (MSA 181) semester. Half hour lessons. Further details are found in the Music Department Handbook. (Permission of the instructor required) (Requires lesson fee)

**MSA 182**  
**Lesson . . . . . (1 cr.)**

Applied study at the music major level, first year, second (MSA 182) semester. Half hour lessons. Further details are found in the Music Department Handbook. (Permission of the instructor required) (Requires lesson fee)

**MSA 183**  
**Lesson . . . . . (2 cr.)**

Applied study at the music major level, first year, first (MSA 183) semester. Hour lessons. Further details are found in the Music Department Handbook. (Permission of the instructor required) (Requires lesson fee)

**MSA 184**  
**Lesson . . . . . (2 cr.)**

Applied study at the music major level, second (MSA 184) semester. Hour lessons. Further details are found in the Music Department Handbook. (Permission of the instructor required) (Requires lesson fee)

**MSA 215**  
**Piano Skills III . . . . . (1 cr.)**

Designed as a continuation of Piano Skills I/II for the student who wishes to continue learning the fundamentals of piano. Harmonization, transposing, open-score reading, sight reading, and intermediate level technique and repertoire studies are emphasized.

**MSA 216**  
**Piano Skills IV. . . . . (1 cr.)**

Designed as a continuation of Piano Skills III and as a final step or preparation before taking the Piano Proficiency exam. Harmonization, transposing, open-score reading, sight reading, and intermediate level technique and repertoire studies are emphasized.

**MSA 225**  
**Collaborative Piano. . . . . (2 cr.)**

Study of the art of collaborating on the piano with singers, choirs, and instrumentalists. Emphasis on sight-reading, open-score reading, ensemble work, and piano techniques applicable to accompanying.

**MSA 281**  
**Lesson . . . . . (1 cr.)**

Applied study at the music major level, second year, first (MSA 281) semester. Half hour lessons. Further details are found in the Music Department Handbook. (Permission of the instructor required) (Requires lesson fee)

**MSA 282**  
**Lesson . . . . . (1 cr.)**

Applied study at the music major level, second year, second (MSA 282) semester. Half hour lessons. Further details are found in the Music Department Handbook. (Permission of the instructor required) (Requires lesson fee)

**MSA 283**  
**Lesson . . . . . (2 cr.)**

Applied study at the music major level, second year, first (MSA 283) semester. Hour lessons. Further details are found in the Music Department Handbook. (Permission of the instructor required) (Requires lesson fee)

**MSA 284**  
**Lesson . . . . . (2 cr.)**

Applied study at the music major level, second year, second (MSA 284) semester. Hour lessons. Further details are found in the Music Department Handbook. (Permission of the instructor required) (Requires lesson fee)

**MSA 313**  
**Half Recital, Voice . . . . . (1 cr.)**

**MSA 314**  
**Half Recital, Piano . . . . . (1 cr.)**

**MSA 315**  
**Half Recital, Organ . . . . . (1 cr.)**

**MSA 316**  
**Half Recital, Instrumental . . . . . (1 cr.)**

**MSA 381**  
**Lesson . . . . . (1 cr.)**

Applied study at the music major level, third year, first (MSA 381) semester. Half hour lessons. Further details are found in the Music Department Handbook. (Permission of the instructor required) (Requires lesson fee)

**MSA 382**  
**Lesson . . . . . (1 cr.)**

Applied study at the music major level, third year, second (MSA 382) semester. Half hour lessons. Further details are found in the Music Department Handbook. (Permission of the instructor required) (Requires lesson fee)

**MSA 383**  
**Lesson . . . . . (2 cr.)**

Applied study at the music major level, third year, first (MSA 383) semester. Hour lessons. Further details are found in the Music Department Handbook. (Permission of the instructor required) (Requires lessons fee)

**MSA 384**  
**Lesson . . . . . (2 cr.)**

Applied study at the music major level, third year, second (MSA 384) semester. Hour lessons. Further details are found in the Music Department Handbook. (Permission of the instructor required) (Requires lessons fee)

**MSA 413**  
**Full Recital, Voice . . . . . (2 cr.)**

**MSA 414**  
**Full Recital, Piano. . . . . (2 cr.)**

**MSA 415**  
**Full Recital, Organ . . . . . (2 cr.)**

**MSA 416**  
**Full Recital, Instrumental. . . . . (2 cr.)**

**MSA 481**  
**Lesson. . . . . (1 cr.)**  
 Applied study at the music major level, fourth year, first (MSA 481) semester. Half hour lessons. Further details are found in the Music Department Handbook. (Permission of the instructor required) (Requires lessons fee)

**MSA 482**  
**Lesson. . . . . (1 cr.)**  
 Applied study at the music major level, fourth year, second (MSA 482) semester. Half hour lessons. Further details are found in the Music Department Handbook. (Permission of the instructor required) (Requires lessons fee)

**MSA 483**  
**Lesson. . . . . (2 cr.)**  
 Applied study at the music major level, fourth year, first (MSA 483) semester. Hour lessons. Further details are found in the Music Department Handbook. (Permission of the instructor required) (Requires lessons fee)

**MSA 484**  
**Lesson. . . . . (2 cr.)**  
 Applied study at the music major level, fourth year, second (MSA 484) semester. Hour lessons. Further details are found in the Music Department Handbook. (Permission of the instructor required) (Requires lessons fee)

// **MUSIC**

**MUS 101**  
**Theory I . . . . . (3 cr.)**  
 Emphasis is placed on work in rhythms, major and minor scales, church modes, other scales, intervals and triads; and the construction of four-part chords. Original work involves the writing of melodies and rhythmic studies. (Concurrent registration with MUS 103 required)

**MUS 102**  
**Theory II. . . . . (3 cr.)**  
 A continuation of MUS 101. Further work in chord construction and part-writing. Work includes the writing of original compositions, harmonization of figured bass lines, and the analysis of compositions. Non-harmonic tones, cadences, modulation, dominant seventh chords, and some musical forms are studied. (Concurrent registration with MUS 104 required) (Prerequisite: MUS 101)

**MUS 103**  
**Aural Skills I. . . . . (1 cr.)**  
 This course involves exercises in dictation, rhythms, scales, modes, intervals, triads, and sight-singing. (Concurrent registration with MUS 101 required)

**MUS 104**  
**Aural Skills II . . . . . (1 cr.)**  
 A continuation of MUS 103. Further work is done in rhythmic, melodic, and harmonic dictation and sight-singing.

(Concurrent registration with MUS 102 required) (Prerequisite: MUS 103)

**MUS 111**  
**Diction for Singers I . . . . . (1 cr.)**  
 Study of English and Italian diction through song literature. Students will develop a working facility of the International Phonetic Alphabet as applied to proper pronunciation of English and Italian.

**MUS 201**  
**Theory III . . . . . (3 cr.)**  
 A continuation of MUS 102. The various seventh chords, other chromatically altered chords, and some musical forms are studied by means of written exercises, analysis, and the writing of compositions. (Concurrent registration with MUS 203 required) (Prerequisite: MUS 102)

**MUS 202**  
**Theory IV . . . . . (3 cr.)**  
 A continuation of MUS 201, this course includes the introductory study of counterpoint, musical forms, and twentieth century devices and styles.(Concurrent registration with MUS 204 required) (Prerequisite: MUS 201)

**MUS 203**  
**Aural Skills III . . . . . (1 cr.)**  
 Continuation of MUS 104. Melodic and harmonic dictation, sight-singing, and study of the various seventh chords and chromatically altered chords make up the subject matter for this course. (Concurrent registration with MUS 201 required) (Prerequisite: MUS 104)

**MUS 204**  
**Aural Skills IV. . . . . (1 cr.)**  
 Continuation of MUS 203. (Concurrent registration with MUS 202 required) (Prerequisite: MUS 203)

**MUS 211**  
**Diction for Singers II . . . . . (1 cr.)**  
 Study of German diction through song literature. Students will develop a working facility of German pronunciation through continued study of the International Phonetic Alphabet. (Prerequisite: MUS 111)

**MUS 215**  
**Conductor's Workshop I . . . . . (2 cr.)**  
 The introductory course in the conductor's workshop in which all of the conducting students form ensembles for the class members to conduct. The class introduces the study and practice of techniques of conducting, including conducting patterns, methods of interpretation, rehearsal techniques, and basic choral and instrumental tone building. (Prerequisite: MUS 101 or with permission from the course instructor)

**MUE 216**  
**Arranging and Technology. . . . . (1 cr.)**  
 Introductory class on arranging and technology. The class introduces use of technology for musicians and music educators with programs such as Finale, Sibelius, SmartMusic, ProTools, Logic, MIDI, GarageBand, etc. These tools will be used in several arranging projects in which the students will make their own arrangements of music. (Sequenced to coincide with MUS 215.)

**MUS 300**  
**World Music . . . . . (3 cr.)**  
 Survey of music in non-western cultures, focusing on Asia, Africa, and Latin America, as well as consideration of the implication for missions and intercultural work posed by cultural-aesthetic sensitivity.

**MUS 301**  
**Music History I . . . . . (3 cr.)**  
 A musicological survey of western music from antiquity to 1600. Non-music-majors require permission of instructor. (Prerequisites: MUS 101 and MUS 102)

**MUS 302**  
**Music History II . . . . . (3 cr.)**  
 A musicological survey of western music from 1600–1827. Non-music-majors require permission of instructor. (Prerequisites: MUS 101 and MUS 102)

**MUS 311**  
**Diction for Singers III. . . . . (1 cr.)**  
 Study of French diction through song literature. Students will develop a working facility of French pronunciation through continued study of the International Phonetic Alphabet. (Prerequisite: MUS 111)

**MUS 315**  
**Conductor's Workshop II (Choral Conducting and Arranging). . . . . (2 cr.)**  
 A continuation of MUS 215 Conductor's Workshop I, this course serves to develop advanced choral conducting techniques. A choral arrangement is prepared by each student for performance by the class. (Prerequisites: MUS 101, MUS 102, and MUS 215)

**MUS 316**  
**Conductor's Workshop III (Instrumental Conducting and Arranging) . . . . . (2 cr.)**  
 A continuation of MUS 215 Conductor's Workshop I, this course serves to develop advanced instrumental conducting techniques. An instrumental arrangement is prepared by each student for performance by the Waldorf Wind Symphony. (Prerequisites: MUS 101, MUS 102, and MUS 215)

**MUS 318**  
**Music History III. . . . . (3 cr.)**  
 A musicological survey of western music from 1827 to present. Non-music-majors require permission of instructor. (Prerequisites: MUS 101 and MUS 102)

**MUS/THR 325**  
**American Musical Theatre . . . . . (3 cr.)**  
 A study of American Musical Theatre from its beginnings to the present with a concentration on several significant works.

**MUS/REL 330**  
**Music and Worship and the Lutheran Tradition . . (3 cr.)**  
 This course will examine the historic use of liturgy and music in Christian worship. Included will be a study of the evolving nature of worship, the Lutheran tradition, and the emergence of "contemporary worship."

**MUS 331**  
**Vocal Pedagogy. . . . . (3 cr.)**  
 This course is designed to prepare the future studio voice teacher and choral director for the teaching of healthy vocal techniques. Course content will include anatomy and physiology of the vocal mechanisms, beginning and intermediate instruction techniques, professional practice and organizations, and individual/group vocal instruction.

**MUS 332**  
**Piano Pedagogy . . . . . (3 cr.)**  
 This course is a survey of the art of teaching the piano. Course content will include a survey of beginning and intermediate piano methods, literature for the beginning/

intermediate piano student, studio business practice, professional organizations, and group piano instruction pedagogy.

**MUS 382**  
**Seminar: Choral Literature . . . . . (1 cr.)**  
 Covers choral literature from the Western tradition, with an emphasis on literature appropriate for the middle and high school levels. Sequenced to coincide with Conductor's Workshop II.

**MUS 384**  
**Seminar: Instrumental Ensemble Literature . . . . (1 cr.)**  
 Covers all band and orchestra literature appropriate for the middle and high school levels. Sequenced to coincide with Conductor's Workshop III.

**MUS 420**  
**Vocal Literature. . . . . (2 cr.)**  
 This course is a survey of art songs, oratorio, and operatic literature for the voice. Standard repertoire for all major vocal Fächer will be examined through performance and listening.

**MUS 421**  
**Piano Literature. . . . . (2 cr.)**  
 This course will examine literature written for keyboard (piano) from the 16th century to the present. Emphasis will be placed on solo literature of the Baroque, Classic, Romantic, and Contemporary periods.

**MUS 422**  
**Instrumental Repertoire . . . . . (2 cr.)**  
 A survey of instructional, solo, and chamber repertoire for instrumentalists preparing for a senior recital.

**MUS 430**  
**Church Music Practicum & Internship . . . . . (6-9 cr.)**  
 A practical working experience will be provided within a church setting.

**MUS 434**  
**Arts Management Practicum & Internship . . . . (6-9 cr.)**  
 A practical working experience in managing and/or working in an Arts related business.

**MUS 1010** *Online Course*  
**Introduction to Music Appreciation . . . . . (3 cr.)**  
 Concise survey of music history from the Middle Ages to the present. Through guided listening, students identify style periods and genres that are particular to each period.

## // OCCUPATIONAL SAFETY

**OSH 3001** *Online Course*  
**Fundamentals of Occupational Safety and Health . (3 cr.)**  
 Overview of regulations and issues in the occupational safety and health profession. Examines the underlying cause mechanisms of health and safety hazards, along with record keeping standards and analysis of injury and illness statistics.

**OSH 3301** *Online Course*  
**Fleet Safety . . . . . (3 cr.)**  
 Comprehensive study of motor fleet safety and instructional programs. Focus areas include accident prevention, security, job safety analysis, school BUS safety, shipping and storage of hazardous materials, driver selection and training, vehicle inspection, and considerations for a small fleet among others. (Prerequisite: OSH 3001)

**OSH 3303** *Online Course*  
**Workers' Compensation . . . . . (3 cr.)**  
 Examines the entire Workers' Compensation system and uses case studies to formulate risk management strategies. The overlap between Workers' Compensation, FMLA, and ADA requirements is discussed. (Prerequisite: OSH 3001)

**OSH 3401** *Online Course*  
**Construction Safety . . . . . (3 cr.)**  
 Exploration of the OSHA regulations and related safety practices governing the construction industry. Provides an analysis of the high incident/accident rates in the construction industry and how it contributed to the passage of the OSH Act in 1970. Presents practical examples of how to apply "on the job" construction safety and health programs and policies. (Prerequisite: OSH 3001)

**OSH 3525** *Online Course*  
**Legal Aspects of Safety and Health . . . . . (3 cr.)**  
 A comprehensive study of the Occupational Safety and Health (OSH) Act and the authority of the Occupational Safety and Health Administration (OSHA). Review of employer's legal responsibilities and proactive measures to ensure compliance with OSHA's General Duty Clause. (Prerequisite: OSH 3001)

**OSH 3640** *Online Course*  
**Interactions of Hazardous Materials . . . . . (3 cr.)**  
 A systematic analysis of how hazardous materials escalate an incident or emergency event. Examination of the basic fundamental concepts common to hazardous chemicals with an emphasis on how some key elements, compounds and mixtures are inherently dangerous. Emphasis will be placed on how these chemicals are transported, what regulations are in place, and what steps may be needed for incident mitigation. (Prerequisite: OSH 3001)

**OSH 3651** *Online Course*  
**Total Environmental, Health, and Safety Management. . . . . (3 cr.)**  
 A comprehensive study of the essential components needed when developing an effective safety management system. Examines the cultural aspects of integrating total safety management into all levels of an operation. (Prerequisites: OSH 3001 and OSH 3525)

**OSH 3701** *Online Course*  
**Industrial Ergonomics . . . . . (3 cr.)**  
 Review of the principles and practices of ergonomics as it applies to the industrial environment. Demonstrates how to collect data on users and operators and how to convert the data to good workplace design. (Prerequisites: OSH 3001, OSH 3525, OSH 3303, OSH 3401 and must be taken concurrently with OSH 3651)

**OSH 4010** *Online Course*  
**Safety Supervisor. . . . . (3 cr.)**  
 Overview of the tools needed to understand and deal with the unique role and project management responsibilities of safety supervisors and safety project managers. Various sample forms as presented by the National Safety Council are included along with case study scenarios for student review and commentary.

**OSH 4208** *Online Course*  
**Advanced Concepts in Occupational Safety and Health . . . . . (3 cr.)**  
 A comprehensive overview of the occupational safety and health field to include the application of quantitative problem solving related to workplace safety and health. This course is also designed to be helpful for students in preparation for

the ASP and CSP exams. (Prerequisites: OSH 3001, OSH 4301, OSH 4010, OSH 3525, and MTH 1010)

**OSH 4301** *Online Course*  
**Fundamentals of Industrial Hygiene . . . . . (3 cr.)**  
 Introduction to the basic concepts of industrial hygiene from a technical level. Focuses on the areas typically encompassed by industrial hygiene and highlights the importance of the industrial hygienist in protecting employee safety and health. (Prerequisite: OSH 3001)

**OSH 4309** *Online Course*  
**Lean Safety Management . . . . . (3 cr.)**  
 A look at safety management from the viewpoint of continual improvement using lean management techniques. Introduces techniques commonly utilized in quality management, such as Kaizen events, 5S, and Six Sigma techniques to safety and health management systems. (Prerequisites: OSH 3001, OSH 4010, and OSH 3651)

**OSH 4410**  
**Managerial Issues in Hazardous Materials . . . . . (3 cr.)**  
 This course examines and covers information that an incident commander might need for the effective management of a Hazardous Materials Incident. This includes but is not limited to, laws and regulations, NIMS, personnel management, asset management, and levels of training needed. Overall awareness, operations, technician level HAZWOPER and the requirements on OSHA CFR 29. 1910.120 will be addressed in the course. This class is not meant to be the only training you receive for hazardous materials management but is to be built upon with continued education. (This course replaces FOS 3125: Hazardous Materials Management.) (The FESHE Course Code Equivalent for this course is C269) (Prerequisites: OSH 3001 and OSH 3640)

**OSH 4520** *Online Course*  
**Risk Management . . . . . (3 cr.)**  
 Examination of risk management principles in the context of safety and health management. Strategies and tactics for reducing workplace hazards are presented through a review of best practices and principles balanced by an organization's use of opportunistic and speculative risks. (Prerequisites: OSH 3001 and OSH 3525)

**OSH 4601** *Online Course*  
**Accident Investigation . . . . . (3 cr.)**  
 Study of integrating accident or near miss investigations as an effective, practical, and even a profitable, management tool. Incorporates systematic, procedural, determinative, and corrective applications for investigative accident management. (Prerequisites: OSH 3001, OSH 3525, and OSH 3303)

## // ORGANIZATIONAL LEADERSHIP

**ORG/BUS 3451** *Online Course*  
**Organizational Theory and Leadership . . . . . (3 cr.)**  
 A basic grounding in the principles of managing organizations and methods for improving management skill through knowledge of organizational behavior. Stresses the development of job-relevant skills and covers a wide range of behaviors. Areas of study can be applied to daily life.

**ORG/PSY 3490** *Online Course*  
**Industrial/Organizational Psychology. . . . . (3 cr.)**  
 Prerequisite: PSY 1010 General Psychology, or equivalent  
 Provides an analytical understanding of industrial/ organization (I/O) psychology, one of the major applied areas

of psychology. Examines the diverse field that addresses the human side of organizations.

**ORG/BUS 3651** *Online Course*  
**Leadership . . . . . (3 cr.)**

Presents the importance of leadership in conjunction with various leadership traits, styles, and qualities. Enhances the importance of having a vision, the motivation to lead, social motives in the workplace, levels of morality and values, and the significance of empowerment for effective leadership. Topics include situational leadership, organizational climate, moral dilemmas, personal integrity, servant leadership, participative management, human relations, high-performance teams, diversity, cultural and interpersonal differences, workplace stress, performance management, and organizational change.

**ORG 3800** *Online Course*  
**Leadership Across Generations . . . . . (3 cr.)**

Presents leadership strategies for multi-generational teams. Topics include: the defining experiences of each generation in the workforce and how those defining experiences have shaped the generation's work style; individual versus generational differences; and leadership strategies for influencing group dynamics to embrace generational diversity.

**ORG/BUS 4000** *Online Course*  
**Organization Diversity and Inclusion . . . . . (3 cr.)**

The personal and organizational implications of increasing workforce diversity will be presented in this course. The aim is to explore the complex dynamics of ethnic, racial, and gender diversity in organizations as seen from the vantage point of social science and organizational studies. The course also examines the managerial implications of increasing cultural diversity in organizations, and the orientations to diversity adopted by organizations, the correlates of these approaches, and the possibilities for organization change.

**ORG/BUS 4040** *Online Course*  
**Communication Skills for Leaders . . . . . (3 cr.)**

Review of the importance of professionalism in all types of communications. This course provides you with the opportunity to improve your abilities to communicate effectively, regardless of the medium or situation. Emphasis is placed on writing and presentation skills. You will also be given information that will enhance your understanding of factors contributing to group effectiveness to develop skills in working as a member of a group or project team.

**ORG/BUS 4060** *Online Course*  
**Team Building and Leadership. . . . . (3 cr.)**

Review of important issues relating to leadership. Analysis and discussion of leadership styles in both social and work situations and how to use this information when making business decisions within a team based environment. Includes leadership communication styles, the power of leaders, situational leadership, creativity and leadership, teamwork, motivation, coaching skills, emotional intelligence, and the impact of leaders on organizational decision-making.

**ORG/BUS 4080** *Online Course*  
**Creative Thinking and Problem Solving. . . . . (3 cr.)**

Explore the process of creative thinking, as well as the barriers that may inhibit creative approaches. This course focuses on strategies for leveraging creative thinking in order to develop strategic innovations or to solve complex problems in organizations.

**ORG/BUS 4160** *Online Course*  
**Negotiation and Conflict Resolution . . . . . (3 cr.)**

Using case studies, this course focuses on the development of the communication and management skills essential for successfully resolving conflict situations involving labor and management practices. The structural dysfunction of organizations is explored.

**ORG 4800** *Online Course*  
**Leading Virtual Teams . . . . . (3 cr.)**

This course explores the role of virtual teams in today's global environment. Special emphasis placed on identifying pitfalls that inhibit the effectiveness of virtual teams, as well as strategies for leading from a distance and creating an environment for cross-cultural collaboration.

## PHYSICAL EDUCATION

### Varsity Athletics

**Men . . . . . (.5 cr. per academic year)**

PED 100B	Baseball	PED 100CM	Cross Country
PED 100BM	Basketball	PED 100LM	Bowling
PED 100F	Football	PED 100H	Hockey
PED 100GM	Golf	PED 100TM	Track & Field (Indoor/ Outdoor)
PED 100WM	Wrestling		
PED 100SM	Soccer		

### Varsity Athletics

**Women . . . . . (.5 cr. per academic year)**

PED 100C	Cheer	PED 100CW	Cross Country
PED 100BW	Basketball	PED 100LW	Bowling
PED 100SB	Softball	PED 100WW	Wrestling
PED 100V	Volleyball	PED 100TW	Track & Field (Indoor/ Outdoor)
PED 100SW	Soccer		
PED 100GW	Golf		

**Physical Education Activities. . . . . (.5 cr.)**

All activities are taught in a coeducational format unless otherwise indicated on registration schedules.

PED 101	Archery	PED 112	Skiing
PED 102	Badminton	PED 113	Swimming
PED 103	Bowling (\$35 course fee)	PED 114	Kenpo Karate II
PED 104	Kenpo Karate I	PED 115	Basketball
PED 105	Dance	PED 116	Flag Football
PED 106	Aerobics	PED 117	Soccer
PED 107	Golf	PED 118	Volleyball
PED 108	Racquetball	PED 119	Recreational Activities
PED 109	Running	PED 120	Exploring Fitness (Special Needs Students Only)
PED 110	Tennis	PED 122	Yoga
PED 111	Weight Lifting		

**PED 170**  
**First Aid/CPR/AED for Workplace,  
 Schools and Community . . . . . (1 cr.)**

American Red Cross course providing training in CPR, AED use, and first aid procedures qualifying the student for American Red Cross certification. Certification effective for one year only. Recertification, if needed, is responsibility of the student. (Course Fee \$30)

**PED 210**  
**Physical Education for the Elementary School . . . (3 cr.)**  
 This course will emphasize the development of quality programs in the elementary school which include the psycho-motor, cognitive, and affective domains. Students will visit quality physical education programs. Movement education will be a major theme of the class. (Prerequisite: PED 230 or in concurrent enrollment in PED 230)

**PED/WEL 221**  
**Personal and Community Health . . . . . (3 cr.)**  
 A course which presents principles and practices of personal health and seeks to develop attitudes and habits necessary for healthful living.

**PED/WEL 230**  
**History and Principles of Sport, Physical Education and Fitness . . . . . (3 cr.)**  
 An overview of the history, philosophy, and principles of physical activity, exercise, and sports

**PED 243**  
**Team Game Skills . . . . . (3 cr.)**  
 Basic course in developing motor skills, knowledge of rules, playing strategy, terminology, and participation in volleyball, basketball, soccer, speedball, field hockey, and touch football. (Open to Education and Wellness majors or minors only)

**PED 244**  
**Individual and Dual Sport Skills . . . . . (3 cr.)**  
 Basic course in developing motor skills, knowledge of rules, playing strategy, terminology, and participation in badminton, tennis, archery, golf, conditioning, tumbling, and balance beam. (Open to Education and Wellness majors or minors only)

**PED 251**  
**Theory, Psychology, and Ethics of Coaching . . . . (2 cr.)**  
 An introduction to the psychological, ethical, and strategic aspects of coaching interscholastic sports. Special emphasis on the coaching theories and strategies of football, volleyball, and basketball. Two hours of lecture per week plus five additional hours of lab work (assisting, observing, practice, game settings) during the semester. (Applies toward coaching authorization)

**PED 271**  
**Coaching Anatomy . . . . . (1 cr.)**  
 The structure and function of the human body with special emphasis given to the muscular, skeletal, and nervous systems. Sophomore status preferred. (BIO 105 or 120 helpful but not required) (Applies toward coaching authorization)

**PED 272**  
**Treatment of Athletic Injuries . . . . . (2 cr.)**  
 Practical training in the care and prevention of athletic injuries. Laboratory component includes various taping techniques (ankle, Achilles, longitudinal arch, shin splits, knee, hamstring, quadriceps, shoulder, wrist, thumbs), elastic bandaging, ice, and ice massage. (Course Fee \$65) (Applies toward coaching authorization)

**PED 301**  
**Curriculum and Administration of P.E. in K-12 Schools . . . . . (3 cr.)**  
 Students will learn techniques and procedures for K-12 Physical Education program management to include standards-referenced K-12 curriculum development and implementation, policies, programs, budgeting, supervision, and problems unique to physical education and athletics. (Prerequisites: PED 210 and PED 230)

**PED/SPED 310**  
**Adaptive Physical Education. . . . . (2 cr.)**  
 This course is a study of theories, principles, and methods for working with children with special needs in the physical education curriculum. The focus will be on background information on types of disabilities and activities that will address the individual needs of each student. A 10-hour clinical experience is required. (Prerequisites: EDU 144; PED 271 or BIO 155, and SPED 220)

**PED 343**  
**Methods of Teaching Physical Education in Elementary Schools . . . . . (3 cr.)**  
 Students learn methods and materials unique to K-8 Physical Education teaching. Planning for teaching and learning experiences based on elementary student learning needs is the focus with individual and team performance in various activities required. Students will develop organizational skills and time management skills. Must be accepted into Teacher Education Program. Concurrent enrollment in PED 344 required. (Prerequisite: EDU 440)

**PED 344**  
**Clinical Experience in Teaching Physical Education in Elementary Schools . . . . . (1 cr.)**  
 Students gain instructional experience in an elementary classroom setting. Twenty hours of clinical experience in an elementary classroom is required. Must be accepted into Teacher Education Program. Concurrent enrollment in PED 343 required.

**PED 345**  
**Methods of Teaching Physical Education and Health in Secondary Schools . . . . . (3 cr.)**  
 Students learn methods and materials unique to 5-12 Physical Education and health teaching. Planning for teaching and learning experiences based on secondary student learning needs is the focus with individual and team performance in various activities required. Students will develop organizational skills and time management skills. Must be accepted into Teacher Education Program. Concurrent enrollment in PED 346 required. (Prerequisite: EDU 440)

**PED 346**  
**Clinical Experience in Teaching Physical Education and Health in Secondary Schools . . . . (1 cr.)**  
 Students gain instructional experience in a secondary classroom setting. Twenty hours of clinical experience in a secondary classroom is required. Must be accepted into Teacher Education Program. Concurrent enrollment in PED 345 required.

// **PHILOSOPHY**

**PHL 111**  
**Critical Inquiry . . . . . (3 cr.)**  
 An interdisciplinary course, required for all freshmen, that begins instruction in critical inquiry in all disciplines. Through reading and writing assignments and class discussion, students are introduced to university-level critical thinking. Topics in the course are diverse and are approached from the perspectives of several disciplines. Students encounter open-ended questions that require them to use and to develop their critical faculties.

**PHL 271**  
**Philosophical Ethics** . . . . . (3 cr.)  
 A study of the main philosophical or classical theories of morality. The course focuses on selected thinkers in the Western tradition and seeks to gain understanding of their ideas by means of primary and secondary sources.

**PHL 272**  
**Introduction to Philosophy** . . . . . (3 cr.)  
 A study of the issues and thinkers shaping philosophy, with the main attention devoted to the Western tradition. The course includes a survey of the main schools or types of philosophy.

**PHL 300**  
**The Study of Human Nature** . . . . . (3 cr.)  
 A critical study of the principal issues, topics, conditions, and representative thinkers that have informed the philosophical discussion concerning the nature of the human person.

## // PHYSICS

**PHY 151**  
**Physical Science** . . . . . (4 cr.)  
 Introductory course in physical science for non-science majors. Course content includes: discussion of basic concepts in physics, chemistry, astronomy, and meteorology. Recommended for those students wishing to fulfill a four-hour laboratory science requirement for BA degree. Three lectures and two hours of laboratory work each week. (Prerequisite: High school algebra or MTH 100) (Course Fee \$65) (Fall and Spring)

**PHY 221**  
**General Physics I** . . . . . (4 cr.)  
 Course content includes: vectors, motion, forces, momentum, heat, and energy. Three lectures and two hours of laboratory each week. (Prerequisite: Concurrently enrolled in mathematics course or two years of high school math) (Course Fee \$65) (Fall)

**PHY 222**  
**General Physics II** . . . . . (4 cr.)  
 Course content includes: sound, light, optics, electricity, magnetism, and topics in modern physics. Three lectures and two hours of laboratory each week. (Prerequisite: PHY 221) (Course Fee \$65) (Spring)

**PHY 231**  
**Classical Physics I** . . . . . (5 cr.)  
 Course content includes: vectors, motion, forces, momentum, heat, and energy. Calculus techniques will be used. Five lectures and two hours of laboratory each week. Some of the lectures may be used for recitations. (Prerequisites: MTH 203 and MTH 204) (Course Fee \$65) (Fall)

**PHY 232**  
**Classical Physics II** . . . . . (5 cr.)  
 Course content includes: sound, light, optics, electricity, magnetism, and topics in modern physics. Calculus techniques will be used. Five lectures and two hours of laboratory each week. Some of the lectures may be used for recitations. (Prerequisites: PHY 231, MTH 203 and MTH 204) (Course Fee \$65) (Spring)

**PHY 1010** *Online Course*  
**Earth Science** . . . . . (3 cr.)  
 Study of the scientific principles that influence our planet, its rocks, mountains, atmosphere, and oceans.

**PHY 1510** *Online Course*  
**Physical Science** . . . . . (3 cr.)  
 Introductory course in physical science for non-science majors. Course content includes: discussion of basic concepts in physics, chemistry, astronomy, and meteorology. (Prerequisite: MTH 1010 General Education Mathematics for Online Students, or equivalent)

## // POLITICAL SCIENCE

**POL 112**  
**American Government** . . . . . (3 cr.)  
 Covers the nature of the American federal system as it is structured under the American Constitution including the national, state, and local governments. It also studies the political processes through which our governmental system functions. Spring of even numbered years.

**POL/COM 204**  
**Introduction to Public Relations** . . . . . (3 cr.)  
 A general overview of public relations as a four-step process. Process application as it relates to case studies in media relations, internal communications, community relations, public affairs, and crisis communications. (Spring)

**POL 210**  
**Political Parties and Elections** . . . . . (3 cr.)  
 A foundational study of the major political parties of the United States and the electoral process at the local, state, and national levels. Coverage includes caucuses, primaries, conventions, platform building, lobbying, and campaigning, along with an investigation of the positions of current parties. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**POL/SPE 300**  
**Argumentation and Debate** . . . . . (3 cr.)  
 This course is designed to improve critical thinking and argumentation skills. The student will learn to construct, apply, and rebut arguments through the discipline of academic debate. The student will develop the ability to apply these skills in a variety of communication situations (business, legal, personal.) The course also prepares the student to direct and manage or judge a high school debate team.

**POL/GEO 320**  
**Modern Global Issues** . . . . . (3 cr.)  
 A broad study of the current global issues of political, economic, cultural, and environmental significance that face the United States and the world. Special attention will be given to understanding the geographic significance of those issues. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**POL 330**  
**Comparative Government** . . . . . (3 cr.)  
 A comparative study of foreign governmental systems in parallel or contrast to the American form of government with regard to their political and legal institutions and philosophies. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**POL/HIS 467**

**U.S. Foreign Policy . . . . . (3 cr.)**

This course traces the evolution of the U.S. foreign policy and its required government institutions from the Revolution to its present role as a world leader. Politics and diplomacy are combined with a focus on the social and economic issues that inevitably become intertwined. Offered every other Fall Semester in odd years. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**POL 410**

**American Law. . . . . (3 cr.)**

An advanced introduction to the American legal system with an in-depth exploration of the U.S. Constitution and the institutions and processes of the local, state, and federal courts. Emphases will be placed on major historical cases as well as major issues and cases facing the courts today. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor) (Spring)

**POL/HIS 418**

**Modern American Presidency . . . . . (3 cr.)**

A study of the chief executive of the United States from McKinley to the present, with special emphasis on the evolution of the office due to the social factors and individuals who shaped it. Course will examine the impact of presidents on government structures through their domestic and foreign policies. Offered during the Fall Semester of presidential election years. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**POL/COM 422**

**Public Relation Skills . . . . . (3 cr.)**

Instruction in the basic skills needed for public relations programming including strategic and organizational planning, special events planning, and persuasive writing. Includes sample analysis, writing project, and actual events planning. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor) (Fall)

**POL/HIS 462**

**FDR: Depression and War . . . . . (3 cr.)**

A survey of the major events in American history during the era of Franklin D. Roosevelt. Emphasis will be on the Great Depression, the New Deal, and WWII. Course will include an examination of the political, social, military, and economic changes that make this era a turning point in American history. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**POL 475**

**Special Topics . . . . . (3 cr.)**

Topics will vary and are determined by the instructor. All political science special topic will include a component that examines American political structures, theory, or policies. (Offered occasionally as determined by the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

**POL 495**

**Internship. . . . . (6 cr.)**

Internships are designed to give students practical experience by placing them in a professional setting related to their

major and professional interests such as, but not exclusive to, a museum, archive, historical site, government office, legal office or business. A written request for an internship including a description of the setting and type of work to be done by the intern must be approved by a majority of the Department's full-time faculty prior to registering for POL 495. Internships will be supervised by an on-site facilitator as well as the student's major advisor. A minimum of 25 clock hours of supervised work is required for each hour of credit. At the end of the internship, the student shall submit a written report on their experience to their advisor for approval and the department for review. Offered every Semester. (Prerequisites: completion of HIS 210 Methods of History and at least 21 credits in the History/Political Science Major)

**POL 495**

**Senior Thesis Research . . . . . (3 cr.)**

Political Science seniors who do not complete an internship or student teaching are required to submit a senior thesis which is supervised through the Political Science Department faculty. The thesis will involve extensive primary and secondary research on an approved topic, which will result in a written work that is appropriate for presentation or publication. The thesis will be researched and written over a span of the senior year, with the student conducting guided research during the fall semester of the senior year. The project's progress must be approved by the full department. (Prerequisites: Senior status and completion of HIS 210)

**POL 495**

**Senior Thesis Writing. . . . . (3 cr.)**

Political Science seniors who do not complete an internship or student teaching are required to submit a senior thesis which is supervised through the Political Science Department faculty. The thesis will involve extensive primary and secondary research on an approved topic, which will result in a written work that is appropriate for presentation or publication. The thesis will be researched and written over a span of the senior year, with the student producing a finished research paper during the spring semester of the senior year. The final paper must be completed and approved by the full department. (Prerequisites: Senior status and completion of HIS 210)

**POL 1010**

*Online Course*

**American Government . . . . . (3 cr.)**

In-depth study of American government and politics focusing on a balanced, unbiased, and up-to-date introduction to constitutional, governmental, political, social, and economic structures and processes.

**POL 2000**

*Online Course*

**Introduction to Political Science . . . . . (3 cr.)**

Introduces the major concepts and themes of political science by examining the fundamental principles, concepts, and methods of the discipline, and the basic political processes and institutions of organized political systems. Software Required: Microsoft PowerPoint, or other presentation software.

**POL 2010**

*Online Course*

**American State and Local Politics . . . . . (3 cr.)**

Introduction to state and local governments in the United States. Acquaints students with the structures and functions of state and local level governments and how political decisions are made at these levels.

## PSYCHOLOGY

### PSY 100

#### **Orientation to Psychology . . . . . (.5 cr.)**

This course is an introduction to the psychology major. During this course, students will become familiar with the major requirements as well as degree/career options available to psychology majors.

### PSY 111

#### **General Psychology . . . . . (3 cr.)**

This course is an introductory survey of the principles, theories, and methods of psychology as a basis for the understanding of human behavior and mental processes. Through lecture, video, and various in-class and writing assignments, students will be exposed to a variety of topics in the broad field of psychology, including history, research methods, biological foundations of behavior, sensation and perception, states of consciousness, learning, memory, cognition, development, personality, abnormal behavior, and social psychology.

### PSY 144

#### **Human Growth and Development . . . . . (3 cr.)**

The study of physical, social, emotional, and intellectual development from conception to the end of life. The concepts, theories, and determinants in the various periods of development are studied. Emphasis is given to understanding behavior and thinking during childhood and adolescence. Emphasis is given to guiding during childhood and adolescence. Observations of human developmental behavior are required.

### PSY 222

#### **Social Psychology . . . . . (3 cr.)**

This course examines how an individual's mental life and behavior are shaped by interactions with other people. Specific topics include aggression, attitudes, social influence, stereotypes, and group processes. (Prerequisite: PSY 111)

### PSY 224

#### **Sports Psychology . . . . . (3 cr.)**

As an introduction to the topic of Sports Psychology, this course will explore a number of topics related to the roles and goals of sports psychologists, athletes, coaches & trainers. A number of psychological perspectives, such as social psychology, cognitive psychology, and biological psychology, will be applied to the area of sports performance and exercise science. Topics will include the influence of arousal on performance, motivation and goal setting, stress, anxiety, and coping, aggression in sports, and team cohesion. (Prerequisite: PSY 111)

### PSY 232

#### **Close Relationships . . . . . (3 cr.)**

This course will explore a wide array of relationship topics, including attraction, mate selection, theories of love, communication, conflict, jealousy, and infidelity. Throughout the course, research methods, gender roles, and the place of relationships as a science will be emphasized. Classes will be comprised of lecture, small and large group discussion, activities and demonstrations, videos, and guest lectures.

### PSY 230

#### **Biological Psychology . . . . . (3 cr.)**

Explores the biological foundation of behavior, including divisions of the nervous system, structures and functions of the brain, the endocrine system, and genetic influences. (Prerequisites: PSY 111)

### PSY 265

#### **Health Psychology . . . . . (3 cr.)**

This course will provide students with an overview of the fields of health psychology, which involves how attitudes and behaviors interact with physical health. Topics involve exploring research and theory about how human beliefs and behaviors influence and are influenced by physical health, including understanding stress, pain, and coping with illness.

### PSY/CRJ

#### **300 Mental Illness and Crime . . . . . (3 cr.)**

This course will assist students to learn the dynamics behind the correlation of crime and mental illness. With the growing population of those with mental illness, within the system, this course is relevant to policing, corrections and courts personnel, as well as all other aspects of the criminal justice system. Students will explore myths and realities; as well learn about specific disorders in which they will deal with in the field. Sociological issues of gender, class and race will be included wherever relevant. (Prerequisites: CRJ 120 and PSY 111)

### PSY/CRJ 305

#### **Victimology . . . . . (3 cr.)**

This course will examine trends and patterns of victimization throughout history. This course will explore rights related to victims, fair treatment, empowerment and compensation. Focus will be given to society's response to victims and their problems, as well as victimization by the justice system. (Prerequisites: CRJ 120 and PSY 111)

### PSY 310

#### **Principles of Learning . . . . . (3 cr.)**

This course provides an overview of different perspectives of learning and memory. Specifically, the neuronal basis of learning, classical and operant conditioning, social-cognitive, cognitive, and developmental view of learning as well as long-term memory will be emphasized. (Prerequisite: PSY 111)

### PSY 311

#### **Cognitive Psychology . . . . . (3 cr.)**

An upper-level survey course on models and theories of human cognitive processes. This includes learning, memory, perception, representation of knowledge, problem-solving, language, and decision-making. (Prerequisite: PSY 111)

### PSY 320

#### **Theories of Personality . . . . . (3 cr.)**

An exploration of the psyche, including personality, motivation, and concept of self. Traces the history of the major theories of personality from psychoanalysis, to social learning and humanism. Also looks at how psychologists use assessment to help understand human behavior. (Prerequisite: PSY 111)

### PSY 322

#### **Abnormal Psychology . . . . . (3 cr.)**

Course content includes history and causes of abnormal behavior; characteristics and classification of major abnormalities; and intervention strategies. (Prerequisite: PSY 111)

### PSY 331

#### **Sensation/Perception . . . . . (3 cr.)**

The study of sensation and perception is the study of how we know that there are other objects around us (sensation) and how we identify these objects and react to them (perception). In other words, it is the study of how our brain knows what is going on in our immediate environment. (Prerequisites: PSY 111)

**PSY 350**

**Psychology of Women . . . . . (3 cr.)**

This course explores the biological, psychological, and social understandings of the lives of women from infancy to old age. The course will include an exploration into the similarities and differences between men and women from these three perspectives, discuss the variety of roles women play (i.e. mother, worker, and partner), as well as address issues related challenges to women's well-being, such as oppression, mental and physical health, and violence. (Prerequisite: PSY 111)

**PSY 360**

**Introductory Research Methods . . . . . (3 cr.)**

An examination of statistical and research methodology used by social scientists. Topics covered include research design, hypothesis formulations and testing, and correlational and experimental research designs. Students will also learn to apply statistical techniques such as correlations, regressions, t-tests, and analysis of variance. (Prerequisites: MTH 201)

**PSY 361**

**Advanced Research Methods . . . . . (4 cr.)**

PSY 361 builds on much of what students learned in PSY 360. In this class the research process will be considered from start to finish. Students will get research experience by completing a research project over the course of the semester. Students will collaborate to design a study, collect and analyze the data, and write a research paper about their project. (Prerequisites: PSY 360)

**PSY 400**

**Special Topics in Psychology . . . . . (3 cr.)**

This course will examine a specific topic in psychology. Historical and contemporary theories and research about the topic will be discussed in depth. The topics will vary and are determined by the instructor.

**PSY 401**

**Senior Capstone Seminar . . . . . (2 cr.)**

This capstone course will allow students the opportunity to examine current psychology issues by building on the content they have learned as psychology majors. The course will assist students in culminating their educational experience by completing an independent research proposal while also exploring original sources of the content they have learned in previous classes. (Prerequisite: Senior psychology major or permission of instructor)

**PSY 422**

**Counseling Theories and Techniques . . . . . (3 cr.)**

This class is intended to prepare students who seek to enter a counseling-related career. The main theoretical perspectives of counseling will be addressed. In addition, an emphasis will be placed on maintaining confidentiality, avoiding dual relationships, and navigating power issues. A variety of instructional approaches, including student role plays, will be used to achieve the course goals. (Prerequisite: PSY 322)

**PSY 495**

**Psychology Internship**

On-the-job learning in an applied setting such as a mental health center, psychiatric unit, residential treatment center, human resources office, or laboratory setting. Supervised by on-site facilitator as well as faculty member. A minimum of 25 clock hours of supervised work is required for each hour of credit.

**PSY 496**

**Research Practicum**

Students will work with a psychology faculty member to gain experience conducting research in a laboratory environment. Responsibilities will vary depending on the project, but may include designing and conducting experiments, creating stimuli, coding and analyzing data, literature searches, and written reports of experimental findings. A minimum of 25 clock hours of supervised work is required for each hour of credit.

**PSY 1010**

*Online Course*

**General Psychology . . . . . (3 cr.)**

This course is an introductory survey of the principles, theories, and methods of psychology as a basis for the understanding of human behavior and mental processes. Students will be exposed to a variety of topics in the broad field of psychology, including history, research methods, biological foundations of behavior, sensation and perception, states of consciousness, learning, memory, cognition, development, personality, abnormal behavior, and social psychology.

**PSY 3019**

*Online Course*

**History and Systems of Psychology . . . . . (3 cr.)**

The purpose of the courses is to provide the historical context that has shaped the modern theoretical perspectives in psychology. Specifically the course will discuss the philosophical and physiological context that preceded psychology, the founding of psychology in Germany, the origins of evolutionary psychology, the spread of psychology to America, the development of psychology through different theoretical perspectives including structuralism, functionalism, Gestalt psychology, behaviorism, and the cognitive revolution, and the applications of psychology to clinical and business contexts. The historical context should help students to identify the origins of the current sub-disciplines within psychology and draw connections between research and theoretical perspectives that they discuss in other psychology courses. (Prerequisite: PSY 1010 or equivalent)

**PSY 3100**

*Online Course*

**APA for Academic Writing . . . . . (1 cr.)**

Introduction to the elements and standards for APA style. Provides students with the ability to use the APA manual in implementing effective writing skills for academic work.

**PSY 3140**

*Online Course*

**Social Psychology. . . . . (3 cr.)**

Social psychology is the study of how our thoughts, feelings and behaviors are influenced by our social environment. The goal of this course is to familiarize students with theory and research in social psychology and to apply this knowledge toward understanding yourself and other people as social beings. (Prerequisite: PSY 1010 or equivalent)

**PSY 3150**

*Online Course*

**Developmental Psychology . . . . . (3 cr.)**

This course discusses major psychological theories of physical, cognitive, social, and emotional development that occur throughout the life span. Human development at the pre-natal, infancy, adolescence, adulthood, and old age stages of life will be covered. Classic and current psychological studies in the area will be discussed. (Prerequisites: PSY 1010 or equivalent and BIO 1030 or equivalent)

**PSY 3205**

*Online Course*

**Psychology of Gender . . . . . (3 cr.)**

This course will examine psychological theories and research related to gender. The focus of this class will be on empirical

## UNDERGRADUATE COURSE DESCRIPTIONS

investigations that examine gender differences and similarities in behaviors, experiences, and expectations. Topics will include gender development, gender roles, and the role of gender in cognitive abilities, physical and mental health, social behavior, power, work, and relationships. (Prerequisite: PSY 1010 or equivalent)

**PSY 3210** *Online Course*  
**Close Relationships** . . . . . (3 cr.)

This course will explore a wide array of relationship topics including attraction, mate selection, theories of love, communication, conflict, jealousy, and infidelity. Throughout the course, research methods, gender roles, and the place of relationships as a science will be emphasized. (Prerequisite: PSY 1010 or equivalent)

**PSY 3220** *Online Course*  
**Health Psychology** . . . . . (3 cr.)

This course will examine psychological theories and research related to health and wellness. The focus of this class will be on psychological factors associated with health-related and health-compromising behaviors. Furthermore, this course will cover the psychological aspects of health issues such as pain, chronic illness, terminal illness, cardiovascular disease, and immune system diseases. (Prerequisites: PSY 1010 or equivalent and BIO 1030 or equivalent)

**PSY 3350** *Online Course*  
**Theories of Personality** . . . . . (3 cr.)

Personality psychology is the study of stable individual differences between people and how these differences account for patterns of thought, emotion and behavior. The goal of this course is to familiarize students with theories and research in personality psychology. Several major approaches to the study of personality will be covered. (Prerequisite: PSY 1010 or equivalent)

**PSY 3380** *Online Course*  
**Psychology of Adjustment** . . . . . (3 cr.)

This course examines human adjustments to life changes to the changing requirements of the environment. Some of the topics covered in this class include self-understanding, self-help, stress coping techniques, impression formation, and interpersonal communication. Classic and contemporary theories and research will be discussed. (Prerequisite: PSY 1010 or equivalent)

**PSY 3450** *Online Course*  
**Abnormal Psychology** . . . . . (3 cr.)

This course is an overview of the theories, concepts, and research related to abnormal behaviors. The specific topics covered in this class include: history of abnormal psychology, symptoms of abnormal behaviors, causes of abnormal behaviors; characteristics and classification of major abnormalities; and intervention strategies. (Prerequisite: PSY 1010 or equivalent)

**PSY 3460** *Online Course*  
**Cognitive Psychology** . . . . . (3 cr.)

Study of human intellectual functioning and development from infancy to adulthood. Provides a comprehensive study of our cognitive processes. (Prerequisite: PSY 1010 or equivalent)

**PSY 3480** *Online Course*  
**Principles of Learning** . . . . . (3 cr.)

Introduction to the branch of psychology that addresses how people and animals learn, and how their behaviors are changed as a result of this learning. (Prerequisite: PSY 1010 or equivalent)

**PSY 3490** *Online Course*  
**Industrial Organizational Psychology** . . . . . (3 cr.)

Provides an analytical understanding of industrial/organization (I/O) psychology, one of the major applied areas of psychology. It is a diverse field that addresses the human side of organizations. (Prerequisite: PSY 1010 or equivalent)

**PSY 4021** *Online Course*  
**Physiological Psychology** . . . . . (3 cr.)

Examines the physiological correlates of behavior. Explores current problems, theories, and techniques in physiological psychology with emphasis on central nervous system mechanisms. (Prerequisites: PSY 1010 or equivalent and BIO 1030 or equivalent)

**PSY 4030** *Online Course*  
**Sensation and Perception** . . . . . (3 cr.)

The study of sensation and perception is the study of how we know that there are other objects around us (sensation) and how we identify these objects and react to them (perception). In other words, it is the study of how our brain knows what is going on in our immediate environment. (Prerequisites: PSY 1010 or equivalent and BIO 1030 or equivalent)

**PSY 4501** *Online Course*  
**Research Methods** . . . . . (3 cr.)

The primary emphasis is on behavioral research, but the approach can be applied in other fields as the broad basis of scientific thinking. (Prerequisites: PSY 1010 or equivalent and MTH 2023 or equivalent to Introduction to research methods in psychology.)

**PSY 4510** *Online Course*  
**Attitudes and Persuasion** . . . . . (3 cr.)

Examines the social psychological theories of attitudes and attitude change. The class is divided into two parts. The first part covers attitudes-their measurement, origins, content, structure and function. The second part covers theories of persuasion and persuasion techniques. (Prerequisite: PSY 1010 or equivalent)

**PSY 4515** *Online Course*  
**Psychology of Prejudice and Discrimination** . . . . . (3 cr.)

This course covers selected theories and concepts in the area of prejudice and discrimination. The topics covered will include: history of prejudice and discrimination, categorization and stereotyping, old-fashioned and modern forms of prejudice, predictors and correlates of prejudice, development of prejudice, and techniques to reduce prejudice. Classic studies on these topics will be discussed. (Prerequisite: PSY 1010 or equivalent)

**PSY 4560** *Online Course*  
**Psychological Assessment** . . . . . (3 cr.)

Overview of the field of psychological testing and the fundamental principles and procedures applicable to all types of psychological tests. Explores various types of psychological testing. (Prerequisite: PSY 1010 or equivalent)

**PSY 4995** *Online Course*  
**Senior Capstone** . . . . . (3 cr.)

Designed for students to thoroughly examine a current psychology topic of interest through an independent theoretical investigation. Knowledge gained and experiences from other psychology courses will aid in the completion of the senior capstone project. In addition, students in this course will consider their future plans after they graduate with a psychology degree. Prerequisites: Senior Status; PSY 1010 General Psychology or equivalent; and PSY 4501 Research Methods, or equivalent. Software Required: Microsoft PowerPoint, or other presentation software.

## RELIGION

**REL 103**

**Introduction to Biblical Literature (OT & NT) . . . . (3 cr.)**

An introductory study of the origins, history, and faith of the people of God as reflected in the experience of Israel (OT), and the Church (NT). A very scholarly/academic approach is taken in examining what is in the Christian scriptures and how they came to be. Students are introduced to the tools presently employed in the worldwide ecumenical conversation about the scriptures (Fall and Spring).

**REL 205**

**Contemporary Ethical Issues. . . . . (3 cr.)**

A study of the contemporary ethical issues beginning with the human predicament and an examination of classic methods of moral reasoning. Christian contributions to the moral conversation are examined and applied to real life moral issues as well. The purpose of the class is for students to examine and become more intentional in their own moral reasoning. (Prerequisites: REL 103 and PHL 111)

**REL 206**

**World Religions. . . . . (3 cr.)**

A study of the principal world religions, including but not only limited to Christianity, Judaism, Buddhism, Hinduism, and Islam, the cultural contexts out of which these religious traditions flow, as well as contemporary expressions of these religious traditions (Fall and Spring). (Prerequisites: REL 103 and PHL 111)

**REL/ENG 300**

**Mythology and Sacred Experience . . . . . (3 cr.)**

Mythology and Sacred Experience will explore the rich landscape that literature and religion share. Myth is a central component of all five large world religions, thus a study of ancient and global mythology opens the door to insights and discussion about the very nature of existence. Grounded in an exploration of the universal elements of religious experience, we will read a variety of writers and narratives that explore these elements within both a literary and religious experience context. The class will be offered every other year in spring semester, as a cross listed, co-taught class. (Prerequisites: ENG/HON 106, ENG 120 or ENG 121 and REL 103)

**REL/MUS 330**

**Music and Worship and the Lutheran Tradition . . (3 cr.)**

This course will examine the historic use of liturgy and music in Christian worship. Included will be a study of the evolving nature of worship, the Lutheran tradition and the emergence of “contemporary worship.”)

**REL/HIS 336**

**Introduction to the Muslim World. . . . . (3 cr.)**

An introduction to the foundations of Islam: Muhammad, the Qur’an, and the sources of Islamic faith. The course includes an overview of the spread of Islam from its early beginnings to the present. The course also examines Muslim beliefs and practices and the diversity of ways of being Muslim in the world today. Student research explores various forms of life and piety in selected locations of Asia, Africa, the Middle East, Europe, and North America. Attention is paid to the area of Christian-Muslim relations with the goal of fostering better understanding between the two communities. (Prerequisites: REL 103 and PHL 111)

**REL/EDU 400**

**Ethics and Religious Diversity in Public and Private Education . . . . . (3 cr.)**

This course will assist practitioners in recognizing that children are best understood in the context of family, cultural background, social setting, economic status and religious heritage. This understanding of diversity will help them as educators when developing a rich classroom environment that celebrates and enriches the lives of all learners, while enhancing relationships and facilitating a sense of community. Practitioners will understand the role of character education, religious diversity, as well as professional, ethical and legal boundaries for their practice in public and private settings. (Education majors/minors and Religion minors only)

**REL 435**

**Religion and Career Values . . . . . (3-4 cr.)**

An applied liberal arts course designed as a capstone experience which stimulates students to integrate the practical and applied knowledge within their respective fields and specialties into a meaningful and useful liberal arts context. (Prerequisite: REL 103 and PHL 111)

**REL 450**

**Religion and the Arts. . . . . (3 cr.)**

An interdisciplinary seminar in Religion and the Arts, particularly as they function prophetically to their contexts. Students will use interdisciplinary research methodologies to gain new perspectives on theology and one artistic medium. Among the 20th century artistic works to be studied are Karel Husa’s Music for Prague 1968, George Rouault’s portrayals of the crucifixion, wood-cuts by South African artist, John Muafongeho, and the Church of Notre Dame de Tout Grace, at Plateau d’Assy in France. (Prerequisites: REL 103 and PHL 111)

**REL 2050**

**Contemporary Ethical Issues. . . . . (3 cr.)**

A study of the doing of ethics through the examination of contemporary ethical issues giving consideration to classical ethical theories along with Christian religious values and claims and one’s own world view.

**REL 2350**

*Online Course*

**Philosophies of World Religions. . . . . (3 cr.)**

Philosophies of World Religions provides an introduction to the histories, basic philosophies and characteristic practices of the world’s major religions. Students will learn the importance of viewing religion from various scholarly perspectives. This course is taught from the philosophical perspective which requires that faith correspond to one’s ability to use the human gift of reason. (Prerequisites: REL 103 and PHL 111)

**REL 4035**

*Online Course*

**Life, Meaning, and Vocation. . . . . (3 cr.)**

An applied liberal arts course designed as a capstone which stimulates students to integrate the knowledge and skills of their respective disciplines with their deepest convictions and the living of their whole lives. (Prerequisite: HUM 1020 or equivalent) (Prerequisites: REL 103 and PHL 111)

## SPANISH

**SPN 101**

**Elementary Spanish I. . . . . (4 cr.)**

Fundamentals of the Spanish language, with emphasis on oral and written communication. Cultural aspects of Spanish-speaking countries included.

**SPN 102**

**Elementary Spanish II . . . . . (4 cr.)**

Fundamentals of the Spanish language, with emphasis on oral and written communication. Cultural aspects of Spanish-speaking countries included. (Prerequisite: SPN 101 or permission of the course instructor)

**SPN 201**

**Intermediate Spanish I . . . . . (3 cr.)**

Continuation of SPN 101 and SPN 102 with practice in reading and writing. (Prerequisite: SPN 101 and SPN 102 or permission of the course instructor)

**SPN 202**

**Intermediate Spanish II . . . . . (3 cr.)**

Continuation of SPN 201 with practice in reading and writing. (Prerequisite: SPN 201 or permission of the course instructor)

**SPN 203**

**Intermediate Spanish Conversation I . . . . . (3 cr.)**

A concentration in free oral expression on cultural and selected topics, vocabulary acquisition, selected literary works, and general Hispanic geography and history. Continued review work on grammar and syntax. (Prerequisite: SPN 201 and SPN 202 or permission of the course instructor)

**SPN 204**

**Intermediate Spanish Conversation II . . . . . (3 cr.)**

A continued concentration in free oral expression on cultural and selected topics, vocabulary acquisition, selected literary works, and general Hispanic geography and history. Continued review work on grammar and syntax. (Prerequisite: SPN 203 or permission of the course instructor)

**SPN 450**

**Capstone . . . . . (1 cr.)**

The capstone experience is designed for the student to demonstrate proficiency in Spanish. The topics may vary, but the capstone course will synthesize and review essential components of the minor: speaking, listening, writing, and reading in Spanish. The capstone course is required of all students seeking a minor in Spanish. (Prerequisites: Completion of 20 credits in the Spanish course offerings in the Waldorf University Course Catalog or equivalent)

**SPN 1010**

*Online Course*

**Introduction to Spanish . . . . . (3 cr.)**

Introduces the Spanish language with an emphasis on vocabulary and structure. Topics include the development of basic communication skills and the acquisition of basic knowledge of the cultures of Spanish speaking countries. Students use headsets to take advantage of the audio component of this course.

**SPN 1020**

*Online Course*

**Elementary Spanish II . . . . . (3 cr.)**

Introduces the Spanish language with an emphasis on vocabulary and structure. Topics include the development of basic communication skills and the acquisition of basic knowledge of the cultures of Spanish speaking countries. Students use headsets to take advantage of the audio component of this course. (Prerequisite: SPN 1010 or equivalent)

**SPORT MANAGEMENT**

**SMT 270**

**Sociology of Sport . . . . . (3 cr.)**

This course examines how sociology can be used to study sport in society, and is organized to facilitate the use of published literature. The course pays special attention to sports and sport-related behaviors as they occur in social and cultural contexts, and uses concepts, theories, and research as tools that enable students to examine sports as a part of culture. Students will gain an appreciation of sport as both a cultural and economic tool, and explain how sport has been used to bridge countries separated by political strife. The course also investigates the historical relationship of sport to society. (Fall/Spring)

**SMT 280**

**Sport Public Relations and Promotions . . . . . (3 cr.)**

The goal for this course is to examine and discuss the theoretical and practical implications of marketing in the sports industry. A framework will be presented to help explain and organize the strategic marketing process. The course will offer a growing appreciation on the globalization of sports and an understanding of the ethical issues emerging in sports and their impact on sport marketing decisions. A comprehensive coverage of the functions of sports marketing is presented (Spring).

**SMT 390**

**Sport Fund Raising . . . . . (3 cr.)**

The goal for this course is to examine and discuss the theory and practice of fund-raising in sports related fields. The focus of this course is to provide specific, helpful ideas and plans for conducting fund-raising activities in sports business. A combination of fund-raising theory and practical information are offered to help the student organize and develop fund-raising plans. This course will examine many ways to conduct any specific fund-raising project. Becoming knowledgeable about specific and practical fund-raising plans is crucial for the successful development of students interested in sports related business (Fall and Spring).

**SMT 400**

**Sport Facilities . . . . . (3 cr.)**

This course provides a basic understanding of the planning and design process, as well as the features of many different areas and types of recreation and sport facilities. Topics include facilities design and development, common facility components, and playing fields and courts. Specific course topics include: history of the CFE and facility design standards; site selection and development phases; facilities planning for safety and risk management; and development of ancillary areas (Fall/Spring).

**SMT 410**

**Sport Administration . . . . . (3 cr.)**

This course will examine the concepts relating to efficient management and leadership of the sport industry. Emphasis will be placed on principles and techniques of management relating to programs, facilities, special events, and personnel. Special course topics include: key personnel issues in sport management situations; ethics, law, and governance as they apply to sport management; and the role of the marketing process in sport administration (Spring).

**SMT 420**  
**Sport Financing . . . . . (3 cr.)**  
 This course will examine the concepts relating to efficient financial management in the sport industry. Emphasis will be placed on principles and techniques of management relating to economics, inventory, accounting and budgeting, and the importance of each for managers of sport (Fall).

**SMT 430**  
**Sport Legal Liability and Risk Management . . . . (3 cr.)**  
 This course examines the legal implications of tort, liability law, and risk management in sport fields. The focus of this course is to provide specific law terminology, issues, cases, and decisions that have been addressed by the American legal system. It provides an overview of the legal system, an introduction to conducting legal research, and an explanation of the role of arbitration as an alternative to litigation. In addition, it examines the role and important standards of practical risk management programs in sport fields. Becoming knowledgeable about specific and practical law and risk management is crucial for the successful development of students who want to be a manager in the fields of recreation and sport (Fall).

**SMT 433**  
**Senior Seminar in Sport Management . . . . . (3 cr.)**  
 An intensive study of selected topics in the field of Sport Management. Students will integrate knowledge and skills derived from previous coursework into a detailed analysis of professional trends and issues in sport management. The seminar will also include a case studies approach to strategic planning, risk management, safety issues, facilities, player eligibility, sport agent representation, and contract issues in the sport industry that are important to succeed in a career in sport management. (Senior Status) (Spring)

**SMT 495**  
**Internship . . . . . (8 cr.)**  
 Practical sport-related, administrative experience under the supervision of a sport management professional. This course may be performed in a domestic or international environment. The internship may be performed at the student's choice of a inter-collegiate, professional, community recreation, or interscholastic sport setting.

**SMT 2701** *Online Course*  
**Sociology of Sport . . . . . (3 cr.)**  
 This course examines how sociology can be used to study sport in society, and is organized to facilitate the use of published literature. The course pays special attention to sports and sport-related behaviors as they occur in social and cultural contexts, and uses concepts, theories, and research as tools that enable students to examine sports as a part of culture. Students will gain an appreciation of sport as both a cultural and economic tool, and explain how sport has been used to bridge countries separated by political strife. The course also investigates the historical relationship of sport to society.

**SMT 2801** *Online Course*  
**Sport Public Relations and Promotions . . . . . (3 cr.)**  
 The goal for this course is to examine and discuss the theoretical and practical implications of marketing in the sports industry. A framework will be presented to help explain and organize the strategic marketing process. The course will offer a growing appreciation on the globalization of sports and an understanding of the ethical issues emerging in sports and their impact on sport marketing decisions. A comprehensive coverage of the functions of sports marketing is presented.

**SMT 3901** *Online Course*  
**Sport Fund Raising . . . . . (3 cr.)**  
 The goal for this course is to examine and discuss the theory and practice of fund-raising in sports related fields. The focus of this course is to provide specific, helpful ideas and plans for conducting fund-raising activities in sports business. A combination of fund-raising theory and practical information are offered to help the student organize and develop fundraising plans. This course will examine many ways to conduct any specific fund-raising project. Becoming knowledgeable about specific and practical fund-raising plans is crucial for the successful development of students interested in sports related business.

**SMT 4001** *Online Course*  
**Sport Facilities . . . . . (3 cr.)**  
 This course provides a basic understanding of the planning and design process, as well as the features of many different areas and types of recreation and sport facilities. Topics include facilities design and development, common facility components, and playing fields and courts. Specific course topics include: history of the CFE and facility design standards; site selection and development phases; facilities planning for safety and risk management; and development of ancillary areas.

**SMT 4101** *Online Course*  
**Sport Administration. . . . . (3 cr.)**  
 This course will examine the concepts relating to efficient management and leadership of the sport industry. Emphasis will be placed on principles and techniques of management relating to programs, facilities, special events, and personnel. Special topics include: key personnel issues in sport management situations; ethics, law, and governance as they apply to sport management; the role of the marketing process in sport administration; and the economics, accounting and budgeting, and the importance of each for managers of sport. (Prerequisite SMT 2701)

**SMT 4201** *Online Course*  
**Sport Financing . . . . . (3 cr.)**  
 This course will examine the concepts relating to efficient financial management in the sport industry. Emphasis is placed on principles and techniques of management relating to economics, inventory, accounting and budgeting, and the importance of each for managers of sport.

**SMT 4301** *Online Course*  
**Sport Legal Liability & Risk Management. . . . . (3 cr.)**  
 Study of the legal implications of tort, liability law, and risk management in sports related fields. Provides specific law terminology, issues, cases, and decisions that have been addressed by the American legal system. Presents an overview of the legal system, an introduction to conducting legal research, an explanation of the role of arbitration as an alternative to litigation, and an examination of the role of practical risk management programs in sport fields.

// **SOCIOLOGY**

**SOC 221**  
**Introduction to Sociology . . . . . (3 cr.)**  
 A study of the basic concepts and methods of sociology, of social laws and forces, and of the fundamental social institutions.

**SOC 222**

**Social Problems . . . . . (3 cr.)**

An analytical study of selected social issues with emphasis on deviation from normative standards resulting in social disorganization. Issues to be covered include crime and delinquency, poverty, racism, sexism, prejudice, mental illness, and other social maladjustments. (Prerequisite: SOC 221)

**SOC 1010**

*Online Course*

**Introduction to Sociology . . . . . (3 cr.)**

In-depth study of the basic concepts of sociology. Specific attention is given to culture characteristics, societal changes, inequalities in social classes, and how they relate to different groups in society.

**SOC 2010**

*Online Course*

**Survey of Global Societies and Cultural Geography . . . . . (3 cr.)**

Surveys current issues and developing trends in social and cultural structures and regions across the globe. Explores social phenomena in geographical settings and fostering understanding of the interdependence of places, regions, and cultures in a globalizing world.

// **SPEECH**

**SPE 111**

**Essentials of Public Speaking . . . . . (3 cr.)**

Fundamentals of effective speaking, emphasizing techniques, and theories of organization and delivery and the practical application of these in various formal and informal speaking situations.

**SPE/POL 300**

**Argumentation and Debate . . . . . (3 cr.)**

This course is designed to improve critical thinking and argumentation skills. The student will learn to construct, apply, and rebut arguments through the discipline of academic debate. The student will develop the ability to apply these skills in a variety of communication situations (business, legal, personal). The course also prepares the student to direct and manage or judge a high school debate team.

**SPC 1010**

*Online Course*

**Speech Communications . . . . . (3 cr.)**

Presents the basic principles of speech making and opportunities for students to develop their own skills with the assistance of the course text, this course demonstrates the principles of public speaking in action. Course requires student have equipment needed to record and submit a speech.

// **SPECIAL EDUCATION**

**SPED 220**

**Exceptional Learners . . . . . (3 cr.)**

An introduction to the education of disabled and gifted persons. The course seeks to develop proper understanding and attitudes toward exceptional persons while emphasizing the needs, curriculum, and special programs available for this population. Ten hours of introductory clinical experience is required. (Prerequisites: PSY 144 and ENG 121 or ENG/HON 106)

**SPED 300**

**Sign Language I. . . . . (3 cr.)**

Students will learn sign language and its use in schools, business, and the community. This course is appropriate for any student or individual interested in learning sign language.

**SPED/PED 310**

**Adaptive Physical Education. . . . . (2 cr.)**

This course is a study of theories, principles and methods for working with children with special needs in the physical education curriculum. The focus will be on background information on types of handicaps and activities that will address the individual needs of each student. A Ten hour participatory clinical experience is required. (Prerequisites: PSY 144; PED 271 or BIO/WEL 155; SPED 220)

**SPED 321**

**Special Education Clinical Experience . . . . . (1 cr.)**

This course provides student involvement in direct observation and participation in placements for children with mild and moderate disabilities. Twenty hours of participatory clinical experience is required plus seminar meetings. (Prerequisite: SPED 220; suggested to take concurrently with SPED 461 or SPED 365)

**SPED 335**

**Inclusive Reading Pre-Student Teaching . . . . . (2 cr.)**

Students will spend 50 hours in an elementary classroom. The participatory clinical experience will focus on diagnosis of reading problems and preparation of remedial lessons, which address these problems. Students will be under the supervision of the elementary classroom teacher and the course instructor. (Prerequisites: PSY 144; EDU 201; EDU 202; EDU 230; EDU 240; EDU 253; or EDU 310; EDU330; SPED 220)

**SPED 365**

**Methods and Materials in Special Education . . . . . (3 cr.)**

A study of and application of K-12 curriculum, methods, classroom organization, and management for children with mild to moderate disabilities. (Prerequisite: SPED 220; SPED 461 suggested)

**SPED 390**

**Diagnostic and Remedial Reading. . . . . (4 cr.)**

This course discusses the qualities of a good reader, why some students have difficulty achieving this, and the purposes of reading assessment. The course focuses on formal and informal types of assessment and discusses methods of remediation. Students will practice assessing reading and constructing remedial lessons for K-12 students. Supplementary reading programs will also be covered. Take concurrently with SPED 335. (Prerequisites: EDU 330 and EDU 440)

**SPED 392**

**Math Strategies. . . . . (2 cr.)**

This class discusses the teaching and learning of mathematics by underachieving students. It explores various factors that contribute to students who struggle with mathematics, and apply relevant and meaningful strategies for systematic intervention and remediation for struggling learners. A required ten hour participatory clinical experience focuses on diagnosis and remediation of struggling learners in mathematics with an emphasis on strategies and skills in math instruction. (Prerequisites: EDU 240; MTH 101; SPED 220)

**SPED 408**

**K-8 Student Teaching—  
Students with Mild and Moderate Disabilities . . . (4-8 cr.)**

Students will teach seven weeks in the public schools under the supervision of an experienced, qualified special education teacher serving students having mild and moderate disabilities. Students will demonstrate competencies required of a special education teacher for students with mild and moderate disabilities. Eighty hours of clinical experience are a prerequisite. (Prerequisite: Approval by Education Faculty) (Course Fee \$200)

**SPED 410**

**Special Education Clinical Experience II . . . . . (3 cr.)**

This clinical experience is for students who have a teaching license and are only seeking a Special Education Endorsement. Students will spend 60 hours serving in the role of special education teacher. (Course Fee \$200)

**SPED 422**

**Grades 5-12 Student Teaching—  
Students with Mild and Moderate Disabilities . . . (2-6 cr.)**

Students will teach seven weeks in the public schools under the supervision of an experienced, qualified special education teacher serving students having mild and moderate disabilities. Students will demonstrate competencies required of a special education teacher for students with mild and moderate disabilities. Must accompany a secondary endorsement or with an elementary special education endorsement, four credits is required. Eighty hours of clinical experience are a prerequisite. (Prerequisite: Approval by Education Faculty) (Course Fee \$200)

**SPED 441**

**Assessment in Special Education . . . . . (2 cr.)**

This course focuses on the collection of academic and behavioral data for functional and meaningful assessment and sub-sequent prescriptive teaching of K-12 special needs pupils. Students study achievement tests, standardized tests, informal assessments, and behavioral assessments. (Prerequisite: SPED 220)

**SPED 450**

**Child, Family, and Community Relations . . . . . (3 cr.)**

Prepares the future educator to effectively meet the needs of students by collaborating with their families and community. Brings together theory, research, and best practices related to family-professional partnerships for both general and special education. (Prerequisite: SPED 220)

**SPED 455**

**Transitional Collaboration . . . . . (2 cr.)**

This course explores sources of services, organizations, and networks for individuals with mild and moderate disabilities, including career, vocational, and transitional support to post school settings with maximum opportunities for decision making and full participation in the community. (Prerequisite: SPED 220)

**SPED 461**

**Behavior and Social Interaction  
in the Special Education Student . . . . . (2 cr.)**

This course will study behavior management theories, methods, and techniques for K-12 students with mild and moderate disabilities. It will also focus on maintaining attention in the student with a disability and improving social interaction in a variety of settings. (Prerequisite: SPED 220)

**THEATRE**

**THR 131**

**Introduction to the Theatre . . . . . (3 cr.)**

Provides a perspective of theatrical form and function through history to the present. Aims to develop a critical ability based on background knowledge which will increase the understanding and appreciation of the theatre and related arts. Specific emphasis will be placed upon theatrical literary survey, dramatic analysis techniques, and developing oral interpretation skills.

**THR 132**

**Acting I . . . . . (3 cr.)**

A study of acting theories and practices with emphasis given to the development of monologues, workshop experiences, exercises, and scenes.

**THR 140**

**Introduction to Stagecraft . . . . . (3 cr.)**

Survey of theatre performance spaces, basic tools and set construction, basic scenic, lighting, sound and properties design and construction. Survey of the costume process from concept to realization; basic hand and sewing machine techniques; basic patterning and fitting methods and craft techniques.

**THR 146**

**Introduction to Theatrical Design . . . . . (3 cr.)**

An analytical approach to the visualization of characters focusing on research and design application techniques and media. Basic design skills including drafting, sketching, rendering, and model building will be focused on—concentration will be on all aspects of theatrical design.

**THR 200**

**Creative Dramatics . . . . . (3 cr.)**

A participatory study of creative dramatics—an improvisational, process-oriented form of theatre. Experiences include individual and group work, movement, and creative play-making. Theoretical and exploratory study includes the development of strategies for utilizing creative dramatics in various settings including language arts education. (3-year rotation; Required for Education Major-Theatre Concentration)

**THR 232**

**Acting II . . . . . (3 cr.)**

Intermediate and disciplined work in the theories and techniques of stage acting. Emphasis is on script and character analysis; performance preparation; makeup techniques; and introductory approaches to various periods and styles. (Prerequisite: THR 132)

**THR 242**

**Stage Management . . . . . (3 cr.)**

Planning and managing artistic events and performances; basic concepts of management theories; creating budgets; stage and production management. (Previously THR 241)

**THR 280**

**Theatre Practicum: Acting . . . . .(0.25 cr. per production)**

Participation in the cast, crew, and/or staff for a Department of Theatre production.

**THR 300**

**Directing I . . . . . (3 cr.)**

An exploration of the directing process with a dual emphasis on theory and practice. Topics include text analysis of dramatic action, elements of staging, rehearsal strategies,

collaborative relationships in production, and the theories and production histories of established directors. Activities will include preparation of scenes and projects for presentation. (Prerequisites: THR 132 or with permission from the course instructor)

**THR 301**  
**Directing II . . . . . (3 cr.)**

An advanced and disciplined work on exploration of the directing process with a dual emphasis on theory and practice. Topics include text analysis of dramatic action, elements of staging, rehearsal strategies, collaborative relationships in production, and the theories and production histories of established directors. Activities will include preparation of scenes and projects for presentation. (Prerequisites: THR 132 and THR 300 or with permission from the course instructor)

**THR 315**  
**Classical Theatre . . . . . (3 cr.)**

An exploration of dramatic forms and styles, production practices, and theatre performance in its respective society. Periods include Ancient Greek and Roman, traditional Asian, and may extend into Medieval-Renaissance European. Work in the course will include script analysis, historical reading and research, and performance/audience experience through live and/or video productions. (Prerequisite: THR 131 and ENG 121 or ENG/HON 107)

**THR 320**  
**Elizabethan & Restoration Theatre . . . . . (3 cr.)**

An exploration of dramatic forms and styles, production practices, and theatre performance in Elizabethan, Jacobean, and Restoration England. Work in the course will include script analysis, historical reading and research, and performance/audience experience through live and/or video productions. (Prerequisite: THR 131 and ENG 121 or ENG/HON 107)

**THR/MUS 325**  
**American Musical Theatre . . . . . (3 cr.)**

A study of American Musical Theatre from its beginnings to the present with a concentration on several significant works.

**THR 330**  
**Twentieth Century Theatre . . . . . (3 cr.)**

An exploration of dramatic forms and styles, production practices, and theatre performance in this respective society. Emphasis will be on the rise of realism and post-modernism in Europe and America. Work in the course will include script analysis, historical reading and research, and performance/audience experience through live and/or video productions. (Prerequisite: THR 131 and ENG 121 or ENG/HON 107)

**THR 332**  
**Acting III: Styles. . . . . (3 cr.)**

Advanced and disciplined work in acting styles including Shakespeare. Emphasis on verse, text, and performance; audition technique; advanced character development and scene work; resume and portfolio. (Permission from the course instructor required)

**THR 333**  
**Musical Theatre Performance . . . . . (3 cr.)**

An advanced and disciplined work in modern musical acting styles. Emphasis is placed on text, delivery, movement and performance; audition techniques and scene development.

**THR 340**  
**Theatre Special Topics . . . . . (3 cr.)**

This seminar course will cover an announced special topic. This course's offerings will be used to supplement and cover materials and subjects not specifically addressed within the theatre curriculum. In particular, this course's offerings will address emerging trends and developments in the ever changing world of theatre with attention paid to ethnic, gender-oriented, and political subject matter. Theatre majors are required to take two different offerings of this course. Students must be of sophomore standing or above.

**THR 341**  
**Special Topics in Theatre Design. . . . . (3 cr.)**

This seminar course will cover an announced special topic. This course's offerings will be used to supplement and cover materials and subjects not specifically addressed within the theatre curriculum. In particular, this course's offerings will address specific techniques and areas of study within design such as stage makeup, scenic painting, costume patterning, mask making, etc. Theatre majors on the design track are required to take at least one offering of this course. (Prerequisite: Sophomore status or above)

**THR 360**  
**Scenic & Properties Design I . . . . . (3 cr.)**

Study of scenic design process with beginning problems in textual analysis, style, historical research, and preliminary and finished methods of design presentation. Concentration on developing fundamental design skills and awareness.

**THR 361**  
**Lighting Design I . . . . . (3 cr.)**

Study of the lighting design process with beginning problems in textual analysis, style, historical research, with preliminary and finished methods of design presentation. Concentration on developing fundamental design skills and awareness.

**THR 362**  
**Costume Design 1 . . . . . (3 cr.)**

Study of the costume design process with beginning problems in textual analysis, style, historical research, and preliminary and finished methods of design presentation. Concentration on developing fundamental design skills and awareness.

**THR 380**  
**Theatre Practicum: Design Technical . . . . . (0.25 cr. per production)**

Participation in the cast, crew, and/or staff for a Department of Theatre production.

**THR/CWR 385**  
**Playwriting . . . . . (3 cr.)**

An introductory and exploratory study concerning the elements and process of playwriting. This course will place emphasis upon developing and understanding play structure, dramatic analysis, and the creative process. Activities in this course will focus upon creating and revising original play scripts.

**THR 400**  
**Theatre Company. . . . . (3 cr.)**

Students experience total immersion in the formation of a production company and the day-to-day workings of a functioning theatre company leading to, and including public performance. All aspects of production and management are explored and students fulfill a primary position in the company, as well as secondary positions and necessary functions. Students are required to keep a daily activity log, a response journal, participate in peer review, and public

faculty evaluation. (Prerequisite: Junior status in theatre or by approval; can be repeated)

**THR 415**

**Theatre Travels . . . . . (3 cr.)**

Immersion in a significant theatre center of the world; course involves in-depth study in culture, architecture, history, art, society, and performance; survey of museums, cultural sites; theatre performances and journaling. Course may be repeated once by theatre majors as an elective outside of the designated theatre requirements.

**THR 450**

**Theatre Capstone. . . . . (3 cr.)**

Senior capstone/thesis taken in the 7th or 8th semester. Advanced approach and documentation of a project undertaken in an area of acting, directing, design, dramaturgy, or management relative to a production of the department. Expectations include extensive preliminary study, journal-writing, review and assessment. This course will also serve as the cumulation of the previous annual major evaluations and will include a final comprehensive examination over material covered in the major. Work on the capstone should result in a significant component of a student's portfolio and/or audition repertoire. Thesis project may replace capstone requirements as determined by advisor. (Prerequisite: Senior status as determined by advisor)

**THR 460**

**Scenic Design II . . . . . (3 cr.)**

Advanced techniques and further study in problems of scenic design. More in-depth projects, textual analysis, style, and historical research. Examination of unique problems presented by various theatre spaces and style of plays. Additional focus on the history of design and influential designers, as well as architectural designs and designers. Use of the computer in drafting and rendering.

**THR 461**

**Lighting Design II. . . . . (3 cr.)**

Advanced techniques and further study in problems of lighting design. More in-depth projects, textual analysis, style, and historical research. Examination of unique problems presented by various theatre spaces and style of plays. Additional focus on the history of design and influential designers. Use of the computer in drafting and rendering.

**THR 462**

**Costume Design II . . . . . (3 cr.)**

Advanced techniques and further study in problems of costume design. More in-depth projects, textual analysis, style, and historical research. Additional focus on the history of design and influential designers. Examination of unique problems presented by various theatre spaces and style of plays. Use of computer in rendering.

**THR 480**

**Theatre Practicum:  
Administrative . . . . . 0.25 cr. per production)**

Participation in the cast, crew, and/or staff for a Department of Theatre production.

**THR 495**

**Theatre Internship . . . . . (6-9 cr.)**

Theatre internships are designed to give students practical experience in their focus area by placing them in a professional setting. The internship credit may be divided into two 3-credit hour blocks, or can be completed as a single 6-9 credit block depending upon the scale, experience and complexity of the opportunity (to be determined by the Director of Theatre).

**THR/ENG 498**

**Shakespeare Thesis. . . . . (3 cr.)**

Thesis projects synthesizing literary, historical, biographical, and theatrical elements of plays of Shakespeare and/or early modern dramatists. An advisor from the English or Theatre departments must be assigned as an advisor for this thesis project. Further guidelines for the thesis are available from the Theatre Department. Students will present research/project at Inquire colloquium.

**THR 1010**

*Online Course*

**Introduction to Theatre . . . . . (3 cr.)**

Provides a perspective of theatrical form and function throughout history to present. Aims to develop a critical ability based on background knowledge which will increase the understanding and appreciation of the theatre and related arts. Specific emphasis will be placed upon theatrical literary survey, dramatic analysis techniques, and developing oral interpretation skills.

// **WELLNESS**

**WEL 101**

**Concepts of Wellness. . . . . (1 cr.)**

Introductory wellness course based on a seven-component model of wellness: physical, emotional, social, intellectual, environmental, occupational, and spiritual well-being. There is an emphasis on self-evaluation, self-improvement, and integration.

**WEL 200**

**Theory of Strength and Conditioning . . . . . (3 cr.)**

This course will examine the advanced study of resistance training and anaerobic conditioning. Programs studied will have an emphasis on hypertrophy, strength, and power. Topics may include bioenergetics, biomechanics, and adaptations to training.

**WEL 207**

**Principles of Nutrition . . . . . (3 cr.)**

Introductory course designed to familiarize students with the biochemical processes of digestion, absorption, and metabolism, as well as the contributions of various nutrients to the health of individuals at various ages; appropriate for pre-health professionals.

**WEL 212**

**Stress Management . . . . . (2 cr.)**

This course is designed to introduce students to the causes, effects, and potential solutions to stress and stress-related problems. In addition to class discussion, stress management activities will be incorporated into each class period including: deep breathing, progressive muscular relaxation, massage, visualization, guided imagery, meditation, yoga, NIA, Tai Chi, self-hypnosis, autogenics, and pet therapy.

**WEL/PED 221**

**Personal and Community Health . . . . . (3 cr.)**

This course presents principles and practices of personal health and seeks to develop attitudes and habits necessary for healthy living. Students will experience the seven components of wellness on multiple levels with the goal of exploring their own personal wellness and creating a community wellness program.

**WEL/PED 230**

**History and Principles of PE, Sport, and Fitness . . . (3 cr.)**  
 An overview of the history, philosophy, and principles of physical activity, exercise, and sports.

**WEL 250**

**Substance Abuse: A Holistic Approach to Prevention and Intervention . . . . . (3 cr.)**  
 This course provides an introduction to the topic of substance abuse prevention and intervention. The focus is on substance abuse from a holistic perspective (behavioral, social, psychological, and physiological). Special emphasis will be placed on the role that the student can play in the prevention of substance abuse through community education and treatment of substance abuse through teaching healthy living skills.

**WEL 295**

**Health Sciences Research . . . . . (3 cr.)**  
 This course is designed to help the student develop the knowledge and skills necessary to understand the principles of scientific inquiry, research methods, evaluation of published research, and statistical methods that relate to the design and analysis of research in the health sciences. (Prerequisite: WEL 101)

**WEL 310**

**Health Promotion and Education . . . . . (3 cr.)**  
 Students will learn how to research, access, and create health education materials and programs. Various aspects of marketing and motivational techniques will be studied in the context of a variety of wellness settings. (Prerequisite: WEL 101)

**WEL 320**

**Nutrition for Sport and Fitness . . . . . (3 cr.)**  
 This course provides an advanced look at nutrition as it relates to the special needs of athletes and fitness participants and includes the exploration of current issues such as weight loss, weight gain, current diet trends, performance enhancement, ergogenic aids, sport-specific eating plans, and botanical medicine. (Prerequisite: WEL 207)

**WEL 350**

**Concepts of Exercise Physiology. . . . . (4 cr.)**  
 Students will learn advanced physiological concepts as they relate to exercise. Topics will include, but are not limited to, energy, metabolism, oxygen consumption, adaptation to exercise, response to exercise, and exercise prescription. (Requirement: concurrent enrollment in WEL 365. Prerequisites: PED 271 and WEL 390)

**WEL 365**

**Fitness Measurement and Exercise Prescription . . (3 cr.)**  
 Students will learn how to administer basic fitness tests including body composition, sub-maximal exercise tests, anaerobic power tests, flexibility, and manual muscle testing. (Requirement: concurrent enrollment in WEL 350. Prerequisites: PED 271, and WEL 390)

**WEL 390**

**Kinesiology . . . . . (3 cr.)**  
 The study of human movement in the context of exercise; will include basic anatomy, biomechanics, and spatial analysis. (Prerequisites: BIO 105 or BIO 120 and PED 271)

**WEL 404**

**Strength and Conditioning I . . . . . (3 cr.)**  
 This course examines the concepts and applications of the scientific principles of strength and conditioning as it applies

to exercise technique, testing, and evaluation for resistance training and conditioning. Various exercises such as Olympic lifts, plyometrics, speed, and agility drills will be incorporated. Concepts and applications will be based upon the highly physically active and athletic team(s). (Prerequisite: WEL 200 recommended)

**WEL 406**

**Strength and Conditioning II . . . . . (3 cr.)**  
 This course examines advanced knowledge in resistance training program design and implementation with an emphasis on physiological and biomechanical concepts. This course will focus primarily on the application of scientific methods involved in prescribing exercise and conditioning programs for various athletic populations. This course will incorporate the concepts of program design and periodization to assist students in the design of a scientifically based exercise prescription. (Prerequisite: WEL 404 recommended)

**WEL 408**

**Strength and Conditioning Practicum. . . . . (3 cr.)**  
 This course is designed for students to observe strength and conditioning principles put into practice by a strength and conditioning specialist. Students will be expected to practice, demonstrate, refine, and apply the competencies of strength and conditioning professional based on the concepts of the highly physically active and athletic team(s). (Prerequisite: WEL 404. WEL 200 and WEL 406 recommended)

**WEL 415**

**Fitness Program Administration . . . . . (3 cr.)**  
 Development of specific fitness programs for real-life clients with a variety of goals including general health improvement, disease prevention, weight loss, weight gain, and sport participation through the use of aerobic training, resistance training, and stress management. (Prerequisites: PSY 111, PSY 144, PED 271, WEL 350, WEL 360, and WEL 390)

**WEL 420**

**Wellness Programming with Special Populations . (3 cr.)**  
 A variety of wellness programming topics will be presented in the context of special populations including: children, older adults, persons with disabilities, minority groups, sexual minorities, and those diagnosed with diseases such as heart disease, asthma, diabetes. (Requirement: must be taken in Senior year)

**WEL 490**

**Senior Seminar . . . . . (3 cr.)**  
 Application of practical wellness information to a variety of populations. Students will utilize many different types of resources to present and discuss current and controversial wellness topics and wellness career options and opportunities. (Requirement: must be taken in final semester)

**WEL 495**

**Wellness Internship . . . . . (4 cr.)**  
 Students will participate in at least one internship experience in which they will perform voluntary or paid wellness services in the setting of their choice. (Prerequisites: WEL 310, WEL 350, and WEL 365)

## VII. GRADUATE ADMISSION REQUIREMENTS

Waldorf University seeks students from a variety of undergraduate disciplines or the Master of Arts program in Organizational Leadership. An undergraduate major is suggested, but not required, to be related to Organizational Leadership, or an Applied Leadership Concentration area (e.g., Criminal Justice Leadership, Fire/Rescue Executive Leadership, Human Resource Development, Sport Management, Teacher Leader, Public Administration, Emergency Management).

Requirements for admission into Waldorf's M.A. in Organizational Leadership are:

- // A complete application
- // Earned bachelor's degree from a college or university recognized by the U.S. Department of Education.
- // Minimum cumulative GPA of 2.5 at the undergraduate level or, in the case of transfer students, at the graduate level for full acceptance eligibility.

Applicants who have a cumulative GPA of 2.00 to 2.49 may be admitted to Waldorf University's graduate program by direct review of the Vice President for Academic Affairs or designee. With the approval of the VPAA or designee, students entering with a GPA of 2.00 to 2.49 may be accepted into the graduate program with Provisional Status, not to exceed six credit hours of graduate study. During the Provisional Status, students are accepted into the program but must earn a minimum grade of B for each course while on Provisional Status.

Applicants are required to submit an official transcript issued by a post-secondary institution accredited by an accrediting agency recognized by the U.S. Department of Education indicating a conferred bachelor's degree. Transcripts not in U.S. equivalency must be translated through a National Association of Credential Evaluation Services (NACES) approved translating service. Please visit [www.naces.org](http://www.naces.org) for more information.

Waldorf seeks students whose academic preparation, potential for successful graduate study, and qualities of character will enable each person to benefit from, and contribute to, the community. The university seeks to look beyond grades to individually consider each applicant's qualities. Consideration may be given to such matters as the quality of the baccalaureate courses completed; maturity, initiative, and seriousness of purpose as evidenced through work, travel experiences, or contributions to home, church and community.

Applicants are judged on individual merit without regard for race, color, creed, religion, sex, age, sexual orientation, national, or ethnic origin. An otherwise qualified applicant will not be excluded from admission solely by reason of a disability.

### // ADMISSIONS STATUS POLICY

Students may enroll at Waldorf under one of the following:

- // Temporary—Application has been approved but not yet evaluated for transfer credit.
- // Conditional—Application approved and transfer credit evaluated based on copies of transcripts.
- // Accepted—Application approved, transfer credit evaluated, and all required official transcripts are on file from all undergraduate and graduate institutions attended.

Federal Student Aid is not available to students under Temporary or conditional Admission Status.

Students who wish to begin enrolling in the first course of the M.A. program immediately after their application has been received may do so under Temporary Admissions Status and may complete a maximum of six graduate credit hours with Temporary status. Once all official transcripts are received and evaluated, an Application Evaluation Report will be issued, and pending a favorable review, the student's status will be changed to Accepted. Conditional Status is not available to students under Temporary status. When enrolling for a course while on Temporary status, the student is responsible for selecting a course that will fulfill the requirements of the program of study that the student intends to pursue. For assistance with course selection students may contact an academic advisor at [advising@waldorf.edu](mailto:advising@waldorf.edu).

Before enrolling under Temporary status, students should make certain they meet Waldorf's graduate admission requirements. Waldorf accepts graduate transfer credit only from institutions accredited by agencies that are recognized by the U.S. Department of Education or, for non-U.S. institutions, approved by National Association of Credential Evaluation Services (NACES).

A Waldorf transcript cannot be issued while a student is on Temporary status. A Waldorf transcript may be issued for students on Conditional status but will not list transfer credit. Students with Accepted status may be issued a Waldorf transcript listing all institutional credit.

Falsification or omission of information on the university application may be cause for rescinding admission acceptance.

When students first enroll, the Admissions Department assists them with the process of enrolling in. Because Waldorf's online terms are nine weeks in length, graduate students enrolled with a minimum of three credit hours per term are classified as having full-time enrollment status. Graduate students are encouraged to enroll in a maximum of three credit hours per term. However, graduate students are permitted to enroll a maximum of six credit hours per term if they meet the overload academic standards as set forth under the heading "Graduate Course Load Policy

## // COMPUTER ACCESS

Students must have access to the internet and a personal, unshared e-mail account in order to complete a program of study at Waldorf. If personal internet service is unavailable, students are encouraged to contact local libraries, schools, or a public business to locate access to the internet. Word processing programs that save in .doc format and Adobe Reader are also required. Other software programs or packages may be required for select courses.

## // GRADUATE TRANSFER STUDENTS

Waldorf University welcomes students who wish to transfer from other schools and universities. Academic credit may be considered from other institutions of higher learning that have accreditation recognized by the U.S. Department of Education. Waldorf's graduate program permits a maximum of 18 transfer credits for graduate-level courses (i.e., numbered at the 500-, 5000-, or 6000-level). Graduate transfer credit hours may be applied to the elective credit requirement, provided that a minimum grade of B was earned for each transfer course.

The university reserves the right not to grant credit for courses where it considers the work unsatisfactory or to require that certain courses be taken at Waldorf. Required courses must be completed at Waldorf, unless an articulation agreement has been expressly approved by the Chair of the academic department and the Vice President of Academic Affairs or her/his designee, in which case the maximum allowable transfer credit for the graduate program remains 18 transfer credits.

## // TRANSCRIPT REQUEST SERVICE

Waldorf offers a transcript request service. Upon request and for no fee, Waldorf will contact the prior schools and/or universities the applicant has attended to secure all the transcripts needed. Two forms must be completed and signed in order to process the request. The Request for Official Transcript form is sent to each individual to process the transcript request; the payment form is kept at Waldorf for processing. We are unable to process the request without both signed forms being submitted. These forms can be accessed by visiting [www.waldorf.edu/Online/Current-Students/Forms](http://www.waldorf.edu/Online/Current-Students/Forms). When completed, please fax to 251-224-0573.

## // INTERNATIONAL STUDENTS

Waldorf University requires all non-native speakers of English to prove a minimum level of English proficiency for graduate study. Waldorf is not equipped to provide online English language support services for non-native speakers. Applicants

are required to submit one of the approved tests below as proof of their English. Results must be sent to Waldorf University directly from the testing center and be no more than two years old.

International students who are citizens of a country where English is considered a secondary language but all course instruction has been given in English for not less than a period of two years may have the Test of English as a Foreign Language (TOEFL) examination waived at the discretion of Waldorf University. Students must supply official transcripts to document qualification for this waiver.

## // APPROVED ENGLISH PROFICIENCY TESTS

- // Official TOEFL score report with a minimum score of 80 on the Internet Based TOEFL (IBT), including a minimum sub-score of 20 on the written and 20 on the speaking sections.
- // International English Language Testing System (IELTS) Exam score report with a minimum score of 6.5.

TOEFL and IELTS scores are not required from applicants who successfully completed a minimum of four years of undergraduate or graduate study at a college or university that is located in the USA and recognized by the U.S. Department of Education.

## // ENROLLMENT SYSTEM

### Credit Hours

Waldorf measures course credits for both online and residential courses on a semester hour basis. Course credit for online programs is measured according to semester hour equivalence for the term format. Therefore, a 3-credit graduate online course is equivalent to 3 graduate semester hours.

### Term Enrollment

Waldorf University offers its online programs in an accelerated format. The Term Enrollment System allows adult students the ability to fit their courses around their schedules. The Term Academic Calendar provides the term start dates, end dates, and registration periods.

Because the courses are asynchronous, there are no scheduled sessions for which students must be logged-in at a certain time. Students log-in during the week to review that week's unit material and then may study offline. Students log-in to participate in class discussions and submit assignments. Each course must have a minimum number of student enrollments, or the course is subject to cancellation for that term. Academic advisors are available to assist students in planning the courses they need to take each term.

### Graduate Enrollment Status Classification

Because Waldorf's online terms are accelerated, graduate students enrolled with a minimum of three credit hours per term are classified as having full-time enrollment status. Dropping or withdrawing from courses may affect a student's enrollment status.

### Graduate Course Enrollment

When students first enroll, the Admissions Department assists them with the process of enrolling in the first course. Thereafter, each time students enroll in a course, they will be notified by e-mail that the registration has been processed. The e-mail contains online account information and instructions for accessing the online course. Within each online course, students will find the information necessary to begin their coursework. Students are reminded that some courses of study require course be taken in a specific sequence. Students are advised to honor that sequence as a way to provide a foundation for later success.

## // ACCOMMODATION FOR DISABILITIES

It is the policy of Waldorf to provide reasonable accommodation for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all other local and state requirements dealing with students who have recognized disabilities. A request for reasonable accommodation will be granted provided that the following criteria are met:

- // The request for reasonable accommodation is based on individual needs.
- // The request does not require a financial burden on Waldorf that is beyond what is viewed as customary and reasonable.
- // The request does not compromise the basic requirements of the course.

Waldorf online students who would like to request academic accommodations for a disability will need to contact the learning disabilities specialist and provide appropriate documentation of their disability at least two weeks prior their first class meeting.

Learning Disabilities Specialist  
Phone: 641-585-8211  
Fax: 641-585-8194, Attn: AACE Learning Disabilities Specialist  
AACE@waldorf.edu

Appropriate documentation will include the Initial Online Academic Accommodation Request (available in the myWaldorf Student Portal), a diagnosis of the disability, testing results and the impact of the disability on the student in the online learning environment. The university is required by law to have current documentation of the disability in order to provide accommodations. Typically academic testing results are required to be within the last three years. (The timeframe of testing for certain disabilities can be more or less frequent based on the area of disability and the possibility

of a change in the disability or condition pertaining to student need and the requirements of our office.) Insufficient or incomplete documentation can result in a delay in the accommodations or the implementation of limited or temporary accommodations until appropriate and up-to-date documentation is received in our office.

## // GRADUATION

### Graduation Requirements

A 3.00 GPA is required for graduate students to be eligible for graduation. A minimum of 50% of the graduate credit hours must be completed with Waldorf University to be eligible to graduate from any program. Students in a master program must receive a "B" or above in all courses.

## // MASTER'S DEGREE REQUIREMENTS

- // Completion of 36-credit hour curriculum
- // Minimum 3.00 cumulative GPA
- // Grade of B or higher in all courses

## // GOOD ACADEMIC STANDING AT THE GRADUATE-LEVEL

To remain in good academic standing at the graduate-level, students will have a minimum 3.00 cumulative GPA, with no course grade lower than a B. If these criteria are not met, the following action will be taken:

- // Academic Warning: First course grade of C.
- // Dismissal: First course grade of D, F or WF OR Second course grade of C.

## // SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

Federal regulations require Waldorf University to establish and apply reasonable standards of Satisfactory Academic Progress (SAP) for eligible students to receive financial assistance under the programs authorized by Title IV of the Higher Education Act. Waldorf University students who wish to be considered for financial aid must:

- // Be in good standing at Waldorf University and
- // Maintain satisfactory academic progress in their program of study as set forth in this policy.

SAP is a Federal Student Aid eligibility requirement and is administered by the college in addition to the academic standards of performance required under the Waldorf University Satisfactory Academic Progress (SAP) policy. The SAP policy is reviewed annually by the university Registrar. Students are evaluated at the end of every semester/term for SAP. All students are evaluated on three standards:

grade point average (qualitative measure), semester hours completion ratio (quantitative measure), and maximum timeframe. To maintain eligibility under SAP, students must meet all three standards.

### Standard 1: Grade Point Average (Qualitative Measure)

Students must maintain a minimum qualitative measure of progress defined as the Cumulative Grade Point Average. (Please see undergraduate catalog for undergraduate and part time requirements)

*(Graduate students must maintain a CGPA of 3.0 at all times.)*

\* Credits pertain to successfully completed courses which apply toward the degree. Successful completion is defined as earning a grade of A or B. Grades of C, D, F, W, I, IP or AU do not constitute successful completion.

*If a graduate student earns a 1.00 GPA or less after the first term, the student will be dismissed from the university.*

### Standard 2: Semester Hour Completion Ratio or PACE (Quantitative Measure)

Students (either full-time or part-time) must achieve a passing rate of at least 67 percent of all hours attempted to demonstrate proper pace and to maintain satisfactory academic progression (SAP) standards. Hours attempted include completed courses, repeated courses, withdrawals, and incompletes. Transfer credit, if applicable, is also calculated in the completion ratio.

Students are evaluated at the end of every semester/term for SAP. Students who have not met the conditions for satisfactory academic progress will be placed on academic SAP warning for the following semester/term. Students on SAP Warning status will continue to be eligible to receive federal aid for this additional semester/term. Students on SAP Warning status who fail to meet SAP standards at the end of the semester/term will be dismissed from the university.

All students on academic SAP warning must take part in the Academic Support Program (ASP). If the student does not attain the minimum cumulative grade point average (CGPA) and/or the minimum cumulative credits by the end of the warning semester/term, the student will be dismissed from the university.

### Standard 3: Maximum Timeframe

Students must complete their degree program within 150 percent of the semester hour requirements for the degree. Students must complete an associates degree within 90 semester hours and a bachelor's degree within 180 semester hours, and a graduate degree within 54 semester hours. Students who are unable to complete their degree program within the timeframe limitation will no longer be eligible to use Federal Student Aid to cover any costs associated with completing their degree program. Transfer credit, if applicable, is also calculated in the maximum timeframe calculation.

### SAP Notification

Students are notified of the SAP policy in the Waldorf University catalog, website, and during the initial financial aid application process. All periods of enrollment at Waldorf University are calculated in SAP, including periods of enrollment during which a student did not receive financial aid. Cumulative GPAs are calculated using grades earned at Waldorf University.

### Transfer Credits

Transfer credits accepted toward the student's degree program will be included when calculating the SAP Maximum Timeframe and quantitative progress.

### Repeated Courses

Students receiving Title IV Aid may repeat a course, as allowed under the Waldorf University Satisfactory Academic Progress policy. Repeated courses will count toward the quantitative and maximum timeframe SAP standards. Federal Student Aid allows a student to retake a non-failed course and receive federal aid for that course one time.

### Incomplete Grades

Students receiving Title IV Aid may receive incomplete grades, as allowed under the Waldorf University Satisfactory Academic Progress policy. Incomplete grades will count toward the quantitative and maximum timeframe standards of SAP.

### SAP Evaluation

Students are evaluated at the end of every semester/term for SAP. Students who have not met the conditions for satisfactory academic progress (SAP) will be placed on academic warning for the following semester/term and will be expected to work with their academic advisor to discuss enrollment options. Students on SAP Warning status will continue to be eligible to receive federal aid for this additional term. Students on SAP Warning status who fail to meet SAP standards at the end of the semester/term will be dismissed from the university.

### Appeal Guidelines

Students dismissed upon failing SAP may appeal their dismissal to the Admissions and Academic Progress Committee if they have extenuating circumstances during the period of academic substandard performance and are able to provide supporting documentation. Appeals may be filed by faxing the appeal to the attention of the Vice President for Academic Affairs or to the Office of the Registrar at: Residential (641)585-8194 or Registrar@waldorf.edu ; Online (251) 224-0554 or Associate.Registrar@waldorf.edu . The appeal must include the reason(s) why the student failed to meet satisfactory academic progress and what will change to allow the student to meet the standards at the next evaluation. The committee will make every effort to consider each appeal carefully and provide a decision within seven to 10 business days. The committee will make one of the following decisions regarding the student's appeal:

- // The appeal will be denied; the student's academic dismissal is upheld and student will no longer be eligible for financial aid.
- // The appeal will be granted and the student placed on Academic Probation for one semester/term; the student should be able to meet satisfactory academic progress by the end of the probationary term. If the student does not meet satisfactory academic progress at the end of the probationary semester/term, the student will be dismissed.
- // The appeal will be granted and the student will be placed on an Academic Plan because satisfactory academic progress cannot be met within one semester/term. The Academic Plan, monitored on an individual basis, will ensure that the student will be able to meet satisfactory academic progress by a specific point in time, will have set conditions, and can be evaluated at whatever periods as determined by the plan or at a minimum at the end of every semester/term. The student will be dismissed when he/she fails to meet the conditions of the Academic Plan.

Students on academic probation or academic plan may be required to retake courses in which "D" or "F" grades were received, take a reduced credit-load, and/or become involved in special programs and/or have restrictions placed on extra-curricular campus activities (athletics, fine arts, etc.). They are also required to submit periodic academic progress reports.

If it becomes apparent that a student is not profiting from the course, as evidenced by poor attendance or poor performance, the Vice President for Academic Affairs may dismiss a student without any warning period at any point during the semester/term.

## // REINSTATEMENT

Students who do not submit any coursework within a twelve-month period will be considered inactive and any tuition being held by the university will be forfeited. Students desiring to return to their studies must be reevaluated and will be subject to any changed academic requirements, tuition increases, and policy changes in force at the time of re-enrollment.

## // ATTENDANCE POLICY

Waldorf University will verify each student's attendance in each registered course at the end of the first week. The Unit I Discussion Board posting or Unit I Assessment or Assignment must be submitted to verify attendance. Students who choose not to attend the first week will be institutionally dropped from the course.

## // GRADUATE COURSE LOAD POLICY

Graduate students are encouraged to take three credit hours per term, which is classified as full-time graduate enrollment status. The academic advisor must approve all course loads over three credit hours per term. Students requesting to take more than three credits per term must have completed a minimum of three successful Waldorf University graduate courses and established a minimum Grade Point Average of 3.5

The maximum course load permitted is six graduate credit hours per term without prior approval from the Vice President of Academic Affairs or her/his designee. A student may not take courses in overlapping terms. The course load policy is based on best practices and seeks to guide students toward mastery of content rather than simply graduating as quickly as possible.

## // ACADEMIC INTEGRITY POLICY

The foundation of Waldorf University, as a lively community of learning and faith, rests on the unrestricted pursuit of truth in every dimension of human experience. In turn, this common search for truth requires of every Waldorf student, faculty member, administrator, and support staff member, a fundamental commitment to academic integrity. Therefore, plagiarism, fabrication, and other forms of academic dishonesty will not be tolerated.

To facilitate our purpose as an academic community and to promote academic integrity, the following policies are offered to promote definitional clarity and to describe the processes that will be followed when our fundamental academic integrity has been violated.

### Definitions of Violations of Academic Integrity

Registration at Waldorf signals the personal intention to adhere to Waldorf's standards of academic integrity. If the plagiarism policy is violated, the student may fail an assignment, course, or be dismissed. What follows is not an exhaustive list of violations; rather, it represents some examples of flagrant types of behavior that are unacceptable.

#### Plagiarism:

Plagiarism is using someone else's words or ideas and representing them as your own without giving due credit to your source of information. This includes copying from a book, magazine, newspaper, website, or any other sources without giving credit to that source. If students incorporate another author's writings into their paper, they must include this text in quotation marks, if directly quoted, and cite their source(s).

Intentional plagiarism is deliberate use of someone else's work as one's own and includes, but is not limited to:

- // Downloading a free research paper or purchasing a paper online.

- // Buying a paper from a commercial paper mill.
- // Submitting a paper, project, or other work that was written by someone else.
- // Copying an entire article or a paper from any source.
- // Resubmitting a paper that you have submitted for another course.

Unintentional plagiarism can occur when a writer commits the following acts:

- // Copying and pasting to recreate a paper from several sources without citing them.
- // Copying or paraphrasing sentences or paragraphs from sources without using proper citations.

Plagiarism, whether intentional or unintentional, remains a very serious academic offense.

### Cheating:

Cheating is defined as intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. It includes, but is not limited to, the following behaviors:

- // Allowing another person to do one's research or written work and then submitting the other person's work under one's own name.
- // Copying an answer or answers from another student's paper during a test or intentionally allowing a student to do so.
- // The unauthorized use of notes, study aids, electronic devices (i.e. Internet, e-mail, calculators, dictionaries, computer files, etc.), crib notes or any other form of information during an examination.
- // Sharing answers for a take-home exam or working with others on a take-home exam if not authorized by the instructor.
- // Altering any graded assignment/project after it has been returned and then submitting the work for re-grading.
- // Submitting the same work in more than one course, or a previous attempt at the same course, without prior permission from the course instructor(s).

### Fabrication

Fabrication is the use of invented information or the falsification of research or other findings. Examples include, but are not limited to:

- // Submission in a paper, lab report, speech, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment of distortion of the true nature, origin, or function of such data or evidence.
- // Creating false citations.
- // Padding a bibliography by listing real or false sources that are not used in any way in the academic assignment.

### Inappropriate Collaboration:

Working with another student and/or several students on assessments—including but not limited to examinations,

assignments, papers, or projects—in ways not specifically authorized by the instructor.

**Note:** "Inappropriate collaboration" is not meant to discourage "appropriate collaboration;" that is, those types of collaborative work defined, encouraged, and specifically authorized by the instructor.

### Obtaining or Giving Unfair Advantage:

- // Stealing, reproducing, circulating or otherwise gaining access to assessment, examination, or assignment materials prior to the assessment, examination, or assignment or prior to the time authorized by the instructor.
- // Retaining, copying, using or circulating previously-given assessment, examination, or assignment materials.
- // Intentionally obstructing or interfering with another student's academic work.
- // Otherwise undertaking activity with the purpose of creating or obtaining unfair academic advantage over other students' academic work.

### Failure to Cooperate

Failure to cooperate in and/or interference with an investigation of an alleged violation of this policy.

### Consequences and Procedures Resulting from Academic Dishonesty

For any conduct involving incorrect citation methods, the faculty member will instruct the student regarding proper documentation of sources and plagiarism. When academic dishonesty is discovered, the instructor should document it and follow the steps described below:

1. The faculty member will inform the student and then give written notification to the Vice President of Academic Affairs that includes the date of the notification, the student's name, the date of the offense and evidence for the academic dishonesty. The Vice President of Academic Affairs will maintain a list of all students that are reported.
  - a. **First Offense:** The Vice President of Academic Affairs will indicate to the faculty member that this is the first offense. The faculty member will assign an "F" for the course, and the student will participate in a conference call consultation with the faculty member and the Vice President of Academic Affairs or the Associate Dean of Online Learning regarding the infraction. The faculty member may also recommend to the Vice President of Academic Affairs that the student be dismissed from the university. The Vice President of Academic Affairs will send a letter to the student, notifying the student in writing that he/she has failed the course and reminding the student of the consequences of additional infractions. The student's due process will be ensured throughout this process.
  - b. **Second Offense:** The Vice President of Academic Affairs will indicate to the faculty member that this is

the second offense. A second academic dishonesty offense will result in expulsion from the university at the end of the term in which the violation took place, an "F" in the course, a conference call consultation with the faculty member and the Vice President of Academic Affairs or the Associate Dean of Online Learning, and expulsion from the university at the end of the term in which the violation took place. The faculty member will in-form the student of the offense and the Vice President of Academic Affairs will notify the student that he/she will be expelled. The student's due process will be en-sured throughout this process.

2. If, in the judgment of the Vice President of Academic Affairs, the infraction is a particularly severe one, the Vice President of Academic Affairs will have the authority to determine whatever level of discipline he or she deems appropriate given the seriousness of the infraction.

### Academic Integrity Violation Appeal Process

The following is the appeal process for students for all offenses in which faculty members notify the Vice President of Academic Affairs of the violation 1a and 1b under Consequences and Procedures Resulting From Academic Dishonesty).

### Appeal of the Faculty Member's Decision to the Vice President of Academic Affairs

Students may appeal the faculty member's report of academic dishonesty to the Vice President of Academic Affairs.

#### Appeal Process:

- // All appeals must be submitted in writing to the Vice President of Academic Affairs.
- // The appeal must be submitted within one week (5 business days) from the time the student is notified of the violation.
- // The Vice President of Academic Affairs will interview the student and the faculty member and anyone else deemed appropriate to gather information necessary to make an in-formed decision.
- // If the Vice President of Academic Affairs denies the appeal, the offense will be recorded in the accused student's file.
- // If the Vice President of Academic Affairs grants the appeal, no offense will be recorded.
- // The Vice President of Academic Affairs will notify the student and the reporting faculty member in writing of the decision within 5 business days of receiving the appeal from the student, unless the Vice President of Academic Affairs determines that additional time is necessary in order to resolve the appeal. If additional time is necessary the Vice President of Academic Affairs shall notify both the student and faculty member of how much additional time will be necessary.

### Appeal of the Vice President of Academic Affairs' Decision to the Admission and Academic Progress Committee

If a student or a faculty member disagrees with the decision of the Vice President of Academic Affairs, he/she may appeal the decision to the Admission and Academic Progress Committee.

The Vice President of Academic Affairs will not serve as a member of this committee during the appeal process.

#### Appeals

- // All appeals must be submitted in writing to the Chair of the Admission and Academic Progress Committee.
- // The student or faculty member must appeal the VPAA's decision within one week (5 business days) from the time they are notified of the decision.
- // The Committee will review the faculty complaint and the VPAA's decision and then interview the student, the faculty member and the VPAA and anyone else deemed appropriate by the Committee.
- // All interviews will be recorded with a tape recorder or some other agreed upon method.
- // The Committee may choose to consult legal counsel when the decision could result in student expulsion.
- // The student may be assisted during the hearing by an advisor, who may be an attorney. The role of the advisor will be limited to:
  - // Making brief opening and closing statements as well as comments on appropriate sanction
  - // Suggesting relevant questions which the Committee may direct to witness.
  - // Providing confidential advice to the student.

Even if accompanied by an advisor, the student must take an active and constructive role in the appeal process and the hearing. In particular, the student must fully cooperate with the Committee and respond to its inquiries without undue intrusion or comment by an advisor.

In consideration of the limited role of an advisor and of the compelling interest of the university to expeditiously conclude the matter, the work of the Committee will not, as a general practice, be delayed due to unavailability of an advisor.

- // If the Admission and Academic Progress Committee determines that an offense has occurred, it will be recorded in the accused student's file. Such a determination shall be made based upon a majority vote of those members actively participating in the appeal and shall be based upon a reasonable conclusion reached from the evidence presented.
- // If the Admission and Academic Progress Committee determines that no offense occurred, no offense will be recorded.
- // The Committee's Decision shall be made within 10 academic days of the appeal, unless the Committee determines that additional time is necessary in order to make a determination.

If additional time is necessary, the Committee shall notify the student and the faculty member and inform them of how much additional time will be necessary. The Committee's decision shall be final.

The Admission and Academic Progress Committee will notify the student, the reporting faculty member, and the Vice President of Academic Affairs in writing of the decision made.

### Admission and Academic Progress Committee

If a student or a faculty member disagrees with the decision of the Vice President of Academic Affairs, he/she may appeal the decision to the Admission and Academic Progress Committee.

The Vice President of Academic Affairs will not serve as a member of this committee during the appeal process. The VPAA or designee will oversee the committee.

Members of the committee include:

- // Registrar—Chair (non-voting)
- // Director of the Academic Support Program (Academic Achievement Center Director) (voting)
- // Vice President of Academic Affairs (will not serve during an appeal process) (non-voting)
- // Director of Organizational Leadership Master of Arts program (voting)
- // Director of Online Learning (voting)
- // Graduate Faculty member (3 year staggered terms) (voting)
- // Graduate Faculty member (3 year staggered terms) (voting)
- // Graduate Faculty member (3 year staggered terms) (voting)
- // Associate Dean of Graduate Programming (voting)

Replacement Faculty members shall be appointed by the Graduate Program Council. In the event that a committee member is directly involved in the dispute, the president of the university will name a replacement for the committee member.

### Responsibilities of the Committee

1. Review applications of students who do not automatically meet Waldorf's graduate student admission policy minimums for undergraduate GPA and TOEFL(or equivalent) test scores.
2. Reviews admission policy and guidelines and makes recommendations to the VPAA and faculty regarding admissions policy, which also must be submitted to the President and Board of Trustees
3. Reviews and makes recommendations on academic progress of all currently en-rolled low-performing students. Normal progress standards can be found in the Academic Policies section of the Waldorf University Graduate Catalog.

4. Hears appeals on dismissals or on judgments about academic dishonesty made by the VPAA.

## PLAGIARISM DETECTION

Waldorf uses SafeAssign as its plagiarism detection service. The service compares a student's work to internet sites, internet and library databases, and its own database. The service provides a report to both the professor and student indicating the percentage of material that is found in other sources. If the professor finds that the report indicates plagiarism, he or she will work with the Vice President of Academic Affairs to determine the appropriate action.

## FORGERY POLICY

It is the policy of Waldorf University that if prospective or current students alter or forge academic records in any way, they will be denied admittance to or will be expelled from the institution.

Cheating and other forms of deception are causes for dismissal.

Examples of cheating include the following:

- // Utilizing another student's answers during an exam
- // Using unauthorized materials during an exam
- // Having someone take your exam for you
- // Using unauthorized test materials
- // Disseminating exams to others
- // Plagiarism
- // Falsifying information

## FINAL EXAMS

Waldorf University degree programs contain a variety of assignment types and methodologies. Comprehensive sets of questions or exercises are used to evaluate knowledge, skills, and mastery of subject matter prior to and during the final examination. Numerous courses within a program of study may require a final examination; for which, an approved proctor is required. An approved proctor is defined as a credentialed organization, center, or individual, who verifies student identity and supervises examination integrity.

Waldorf University approves two, flexible proctoring options: a standard proctor, who is chosen by the student and approved by the university, or a Remote Proctor Now (RP Now) proctor, an on-demand, third-party, virtual proctor. Students may elect to choose one or a combination of both available proctoring options based upon individual final examination needs.

## PROCTOR POLICY

Final exams are to be administered to students by an approved Proctor on a date before the course end date that is mutually convenient. The student is responsible for selecting a qualified Proctor who must be approved by the university. A list of acceptable proctors is provided in the Proctors section of this policy. Proctors must submit to Waldorf's Student Services a Signed Proctor Agreement for approval before being allowed to proctor an exam. Proctors are to verify the student's identity, remain in proximity while the student takes the exam, assure that the four (4) hour exam time limit is strictly adhered to, assure that the student adheres to the policy regarding short breaks or breaks totaling no more than 15 minutes, and assure that no unauthorized materials are allowed during the exam.

Proctor forms can be found in the myWaldorf Student Portal and in the course. Students should allow time for the proctor to return the agreement to Waldorf and for processing before submitting the Final Examination Request form.

### Proctors

Waldorf reserves the right to verify proctor qualifications, require additional evidence of eligibility, or require a different Proctor be selected.

The following may serve as Proctors:

- // Direct supervisor
- // Personnel at a university/ testing center, private testing center, military base testing office
- // School principal or vice principal
- // Full-time librarian, teacher, or school counselor
- // Professor, dean, or director
- // Human resources manager, training director/officer
- // Minister, priest, or rabbi of a church, temple, mosque, or synagogue

Unacceptable Proctors include:

- // Assistant
- // Tutor
- // Neighbor
- // Relative
- // Friend
- // Current Waldorf student
- // Anyone with a conflict of interest

Individuals selected to serve as a proctor must have no vested interest in the outcome of the exam. Falsifying proctor information or not following proctor testing procedures will result in failure of the course and may be cause for termination from Waldorf.

### Proctor Approval

Students must provide the desired proctor with the Final Examination Policy and Waldorf's Proctor Agreement. The proctor will complete the agreement and fax the document

to Waldorf University's Student Services at 251-224-0554. Once an approved proctor(s) is listed on the student's record, the student only needs to submit the Final Examination Request form in which the pre-approved proctor is listed. Forms should be submitted to Student Services by fax at 251-224-0554 or email at students@waldorf.edu. The final Examination Request Form can be found and completed in the myWaldorf Student Portal. Waldorf University will process the request and send the final exam or online final exam instructions to the identified pre-approved proctor.

### Academic Information

Students may have up to three approved proctors on file. Information on the approved proctor will remain on file for the student and the student may use the proctor until one of the following occurs:

- // The student or proctor cancels the proctor agreement.
- // Waldorf University disapproves or cancels the proctor agreement.

### Proctor Responsibilities

- // Keep the exam secure and only allow the student to access the exam in the proctor's presence. The password must be kept confidential and should never be shared with the student.
- // Provide the student with a private area conducive to testing. A computer with Internet access must be available.
- // Check student's photo ID to ensure the examinee is actually the person scheduled to test.
- // Ensure no copies of the exam are made.
- // Ensure that the student does not access notes, articles, or other unauthorized materials. Unless otherwise specified, only the textbook and course materials are allowed.
- // Time the exam and stop the examinee when time has been expended. A maximum of four (4) hours is allowed for the exam.
- // Ensure that the student does not exceed 15 minutes of cumulative break time during the exam.
- // Keep the exam during any breaks. The student should never have access to the test without the proctor present and the test should never leave the testing room.
- // If a fee is charged for exam proctoring, request payment from the student at the time of testing. Students are responsible for any proctor fees.

### Remote Proctor Now

Waldorf University approves two, flexible proctoring options: a standard proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on demand, third-party, virtual proctor which offers students the ability to sit for their exam at any time or any place that is convenient to them.

Students who choose to use RP Now must have an operational webcam, audio capabilities, a high-speed internet connection, and appropriate system rights required to download and install software. There is a \$19 fee per

exam to use this service, which is paid directly to RP Now at the time the exam is taken. Please view the video overview and Frequently Asked Questions in order to gain a better understanding of how the RP Now process works. Students are also encouraged to review the Final Examination and Proctor Policy contained in the Student Handbook in order to become familiar with the policy prior to taking any final exam.

Specific questions regarding proctoring or final examinations should be directed to [students@waldorf.edu](mailto:students@waldorf.edu).

### Final Examination Violations

The following final examination violations are subject to university sanctions identified in the Academic Integrity Policy:

- // Use of materials or unapproved software/technology, other than a writing utensil, course textbook, course materials, and calculator or examination specific materials.
- // Use of the Internet to access any site other than the Blackboard Learning Management System.
- // Speaking with another individual during examination administration.
- // Use of a cellphone or technology other than the computer being used for examination administration. (Students encountering technical difficulty are allowed to access a cell-phone to call technical support.)
- // Materials exiting or re-entering the testing area.
- // Exceeding the four (4) hour testing time limit.
- // Exceeding the maximum allowed cumulative break time of 15 minutes.

Should any circumstances develop before or during a final examination, including natural disasters, emergencies, power or internet outages, etc., the student and/or proctor should contact Student Services immediately at 877-267-2157. Student Services hours are Monday through Thursday, 8 a.m. to 5 p.m. CST and Friday, 8 a.m. to 3 p.m. In the event the call is placed after standard operating hours, please leave a message or e-mail [students@waldorf.edu](mailto:students@waldorf.edu). Or contact Technical Support at 877-399-1063 Monday through Friday, 8 a.m. to 11 p.m. CST.

## // DISMISSAL

Causes for dismissal may include:

- // Violation of the Academic Integrity Policy.
- // Failure to maintain good academic standing.
- // Failure to maintain Satisfactory Academic Progress.
- // Failure to pay tuition or fees.
- // Failure to abide by university rules and regulations.
- // Violation of the Student Code of Conduct

## // GRADING SCALE

Graduate students must maintain a 3.0 Cumulative GPA with no course grade lower than a B in all courses.

The following scale is used to determine the final course grade:

<b>A</b>	<b>Excellent</b>	<b>90–100</b>
4.00	Quality Points per semester hour	
<b>B</b>	<b>Good</b>	<b>80–89</b>
3.00	Quality Points per semester hour	
<b>C</b>	<b>Average</b>	<b>70–79</b>
2.00	Quality Points per semester hour	
<b>D</b>	<b>Passing</b>	<b>60–69</b>
1.00	Quality Points per semester hour	
<b>F</b>	<b>Failing</b>	<b>59–0</b>
0.00	Quality Points per semester hour	
<b>I</b>	<b>Incomplete</b>	
0.00	Quality Points per semester hour	
<b>W</b>	<b>Withdrawal</b>	
0.00	Quality Points per semester hour	
<b>WF</b>	<b>Unofficial Withdrawal</b>	
0.00	Quality points per semester hour	
<b>R</b>	<b>Course Retake</b>	
0.00	Quality points per semester hour	

The grade point average (GPA) is computed by dividing the total number of quality points earned by the total number of semester hours completed.

The grade "I" indicates that the student, for reasons satisfactory to the instructor, has been granted additional time to complete the coursework. This grade is given only when the work already finished has been of a quality acceptable for completion of the course. A student receiving an "I" must complete the work within the prescribed extension period and then will receive a grade representing the quality of all work in the course. If the student fails to complete the work before the end of the extension period, the grade will be calculated based on the work completed before the end of the extension. Although the "I" grade will be replaced with a letter grade when the course extension ends, as long as the "I" grade remains it is counted as a grade of F when calculating Satisfactory Academic Progress (SAP). Therefore, the "I" grade may affect future registrations, GPAs, and/or FSA eligibility.

The grade "W" indicates that permission was granted after the drop date to withdraw from a course for which the student was registered. **Note:** Students are not permitted to withdraw from a course after the term end date.

The grade "WF" indicates that a student was institutionally withdrawn from a course. See the Unofficial Withdrawal Policy for more information.

An "F" can only be removed from the transcript if the student repeats the course at Waldorf University and earns a higher grade.

## GRADE APPEAL POLICY

To create a positive student-professor relationship, conversations about grades, performance, and expectations need to be ongoing and two-way. Students must read professor comments and put forth extra effort to meet the course expectations. Students earn grades—professors do not give grades.

Students who believe that a grading discrepancy has occurred should follow the procedures listed below:

- a. Direct the grade challenge to the course professor via e-mail within five (5) business days of receiving the grade.
- b. Include in this written correspondence the course name and number, the exam (unit or final) and the full text of the question or questions at issue, the page number and text that you feel support your answer.
- c. Forward a copy of this e-mail to Student Services Department at [students@waldorf.edu](mailto:students@waldorf.edu).
- d. Allow five (5) business days for a reply from the professor.

Process for further appeals of a unit-level grade:

- e. Within three (3) business days following step "d" appeal, in writing (e-mail) to the Associate Dean of Graduate Programs and a copy to the Faculty Support Director, allowing three (3) business days for a decision by the Associate Dean.
- f. All decisions by the Associate Dean of Graduate Programs shall be final.

Process for further appeals of final course grade:

- e. Within three (3) business days following step "d" appeal, in writing (e-mail) to the Associate Dean of Graduate Programs and a copy to the Faculty Support Director, allowing three (3) business days for a decision by the Associate Dean.
- f. All decisions by the Associate Dean of Graduate Programs regarding final course grades may be appealed to the Vice President of Academic Affairs and within three (3) days the VPAA will respond. The VPAA decision is final.

## INCOMPLETE GRADE REQUEST POLICY

A notation of a temporary final Incomplete (I) grade may be submitted when the student has not been able to complete a course for what, in the instructor's judgment, is a compelling reason. The circumstances should be beyond the student's control, such as a major medical issue or family emergency. The submission of an Incomplete Grade Request form means that a student has made a commitment to the completion of the course and has completed more than half the work required in the course. The remainder of the work (less than 40%) must still be accomplished before a proper evaluation can be made by the instructor.

In order to qualify for an Incomplete (I) as a temporary final grade in a course, students need to have completed at

least 60% of the required work (i.e.: quizzes, assessments, homework, papers, tests, presentations, etc.). For *residential* students that translates into the completion of all academic work in at least ten weeks of the semester or the equivalent distributed through more than ten weeks of the semester. For online students that translates into the completion of academic work in at least five units of a term or the equivalent distributed through more than five units.

An Incomplete (I) grade may not be granted to a student whose work has been unsatisfactory or who has failed to submit a majority of the assignments (i.e., postings, responses, written assignments, references, etc.) by the end of the course. The date by which a student must complete a course is determined by the course instructor, but may not be more than seven weeks following the end of a residential semester or not more than 45 days following the end of an online term in which the incomplete grade was awarded. If a student fails to complete the work satisfactorily within the allotted time, the grade is changed to a failing (F) grade. In some extenuating circumstances, requests for an extension beyond the seven weeks/45 days should be made, in writing, to the Vice President for Academic Affairs (VPAA) prior to the previously approved deadline. Both the instructor and student must agree to the extension. Students requesting incompletes in more than one course must receive special permission from the Vice President for Academic Affairs (VPAA). Late, incomplete or partial requests submitted will not be processed.

Student may not retake a course in order to complete an Incomplete. Additionally, students who have failed the course may not request an Incomplete with the understanding that they will officially "SIT-IN" on the course the next semester/term and replace their existing course grade.

Students enrolled in the *online* modality will not be allowed to register for additional course(s) or subsequent terms until the incomplete course(s) have been completed.

It is the responsibility of the student to request, complete, and submit the Incomplete Grade Request form on or before the end of the current grading period for the course(s) in question. Under no circumstances may the instructor initiate or complete the re-request on behalf of the student. If the student fails to submit the request by the deadline, the student will receive the grade earned for the entire course. There will no retro-active incomplete grades permitted. Incomplete or partial requests submitted will not be processed.

Completed forms must be submitted to the Registrar's Office no later than the last day to submit semester/term grades as dictated by the current edition of the university catalog. Submission of the Incomplete Grade Request form after the published date is not permitted. Incomplete or partial requests will not be processed.

Unacceptable circumstances may include but may not be limited to the following circumstances:

- // Absence from final examination
- // Failure to submit a final project/paper/presentation or final

examination

- // Registered but never attended a course session
- // Absence of more than 40% of the schedule course
- // Wishing to complete post-semester/term work for improved grade
- // Wishing to repeat the course as an audit, retaking examinations, and resubmitting forums/posts/work, etc., for improved grade
- // Issuing an incomplete as a substitute for a failing grade
- // Courses where normal course work extends outside the scheduled semester/term (internships, thesis, clinical, research, etc.)

An incomplete grade may not be considered passing for the purposes of determining academic standing, federal financial aid eligibility, athletic eligibility, and other purposes.

\* *The grade of "I" may be awarded only at the end of a semester/term, when all but a minor portion of the course work has been satisfactorily completed. The grade of "I" is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such case, a grade other than "I" must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the semester/term.*

## // GRADUATE ASSISTANTSHIP POLICY

Graduate Assistantships are non-need based, employment-at will positions that are located on the Waldorf University campus in Forest City, Iowa. The Graduate Assistantship involves practical work experience with a high level of responsibility, complementing the student's pursuit of an advanced degree at Waldorf University. Graduate Assistant (GA) activities are performed under the supervision of a Department Director, Faculty Department Chair, or Head Coach. GAs receive a stipend and tuition-free enrollment in Waldorf University's graduate pro-gram.

A limited number of Graduate Assistantships are available, and GAs are hired through a competitive selection process.

Any current GA openings are posted on the employment page of Waldorf's website, and the job posting includes application instructions.

GA applicants must be accepted for graduate program admission at Waldorf University prior to applying for a Graduate Assistantship. Once hired, GAs must maintain the Graduate Assistantship by achieving the following on an ongoing basis: a) full-time graduate-level enrollment at Waldorf, b) good academic standing, c) quality performance of the work scope and work hours outlined in the job description, and d) successful performance review by the GA Supervisor. GA course enrollment shall be limited to no more than one course per term.

All employment requirements and necessary forms are set forth in the Graduate Assistant Handbook which can be obtained from the Human Relations Director and/or her/his designee.

## // GRADUATION WITH HONORS

Please note that Latin honors are offered only for undergraduate programs.

Waldorf does include the following honors for graduate students: Waldorf awards the master's degree "with distinction" to students who graduate with a minimum cumulative GPA of 3.90 for graduate coursework completed at Waldorf.

## // STUDENT CODE OF CONDUCT

Ethical conduct is the foundation upon which a successful academic career at Waldorf University rests. The students, faculty, and staff must commit themselves to the highest standards of honesty, trust, fairness, respect, and responsibility. Therefore, any deviation from these standards is a breach of the ethics that are the basis of the Waldorf University Student Code of Conduct and is subject to disciplinary action.

It is each student's responsibility to know and comply with the Student Code of Conduct and other Waldorf University policies. Students are expected to demonstrate honesty and integrity when interacting with faculty, staff, and other students. Students should reference the Academic Integrity

Policy to understand expectations of academic honesty in submitting assignments with appropriate references. Students are prohibited from engaging in conduct that includes but is not limited to:

- // Academic dishonesty, as defined by violation of Waldorf University's Academic Integrity Policy.
- // Disrespect for university faculty, staff, or administration.
- // Inappropriate content posted to discussion boards and other forums.
- // Intentional breach of university policy or procedures.
- // Reproduction of materials to include course content, assessments, or other materials deemed to be the property of Waldorf University.

Students will receive written notice in the event that the university deems the student's conduct warrants disciplinary action and/or expulsion. Students dismissed due to misconduct will be withdrawn from enrolled courses effective on the dismissal date. A grade of W will be recorded in the student's record. Conduct dismissals are not eligible for tuition refunds. Students may contest the university findings and conclusions with a written challenge directed to the Vice President of Academic Affairs. The VPAA will review all written challenges within 10 business days of receipt.

## HARASSMENT POLICY

### A. Policy Statement

Waldorf University is committed to creating and maintaining an atmosphere in which all members of the community are treated with dignity and respect. As part of this commitment, harassment and bullying is regarded as reprehensible and will not be tolerated by the Waldorf University community.

To further the university's educational goals and its commitment to preventing harassment of any kind, harassment education will be provided no less than annually. As an educational institution Waldorf believes that meaningful education and pro-active conversation is imperative to creating a respectful community.

This policy applies to all members of the university community—students, faculty, staff, administrators, and members of the Board of Trustees. Members of the university community who are traveling abroad on university business or due to a course are expected to comply with this policy regardless of local laws and/or customs. Harassment is especially serious when it threatens relationships between teacher and student. In such situations, harassment exploits unfairly the power inherent in a faculty member's position. Through grades, recommendations for advanced study, or other opportunities, a faculty member may have a decisive influence on the student's career at Waldorf University and beyond.

While harassment most often occurs in situations of a power differential between the persons involved, it may occur between persons of the same or similar status. The university will not tolerate behavior between or among members of the community which creates a hostile, intimidating, or divisive atmosphere which may prove disruptive to the university community.

### B. Definitions

- // **Complainant:** A member of the university community who believes he/she may have been subject to, witnessed, or been informed about harassment.
- // **Harassment:** The university defines harassment as any behavior which creates an intimidating, hostile, or offensive work, learning, or campus living environment, and which is based on race, ethnicity, gender, age, disability, religion, sexual orientation, veteran's status, or any other legally protected characteristic if such conduct would be offensive to a reasonable person. Additional information on Sexual Harassment and the university's policy related to Consensual Relationships can be found at the end of this policy.
- // **Harassment Resolution Task Force:** An elected group of three faculty members and two staff members which serves as an impartial fact-finding body on all harassment complaints.

// **Recipient:** Formally known as the Designated Complaint Recipients, these three members of the university community are individually designated to receive all harassment complaints. They are:

- // the Vice President of Business Affairs;
- // the Dean of Students; or
- // the Vice President of Academic Affairs.

// **Respondent:** The person(s) accused of alleged harassment.

### C. Reporting Requirements and Resolution Procedures

If you believe that you have been harassed and do not feel comfortable undertaking a conversation with the other person regarding your feelings related to their behavior, you should report the conduct to a Recipient. Members of the university community who believe they may have witnessed or been informed about harassment should report the conduct to a Recipient. Whether you initiate a conversation or make a report to a Recipient, you need not fear coercion or reprisal. Upon receipt of the complaint, the Recipient will counsel the Complainant on the three campus-based resolution options available to her/him and provide information regarding counseling and other support services available at the university and through the community. Although the resolution options are presented in a suggested order, the most appropriate option(s) may be chosen in a given situation. In addition to campus-based responses, there are also legal options for the person who experiences harassment. Persons who wish to pursue legal remedies are urged to seek competent counsel in a timely fashion, as the university does not provide legal advice or representation regarding these matters.

If the Complainant does not wish to pursue the matter, the Recipient will attempt to determine whether facts support the complaint as the university has an obligation to eliminate harassment even if a particular Complainant does not so request. The Recipient will speak with the Respondent in order to determine whether facts support a complaint and prepare a written summary of the conversation with both the Complainant and the Respondent. The Recipient will prepare a written report for the Chair of the Harassment Resolution Task Force of all complaints. This written report will contain summaries of conversations as well as any other information.

The written report may contain a recommendation from the Recipient about whether or not the claim seems to have been resolved in the process of conversations. The Recipient may initiate formal procedures by filing a complaint with the Chair, and the Recipient will serve as a Complainant thereafter. All complaints of harassment of any kind will be promptly investigated. The Harassment Resolution Task Force is charged with the responsibility of hearing, mediating, and resolving issues or complaints involving harassment that are resolved through the Formal Procedure, below. The university is liable under state and

federal law if it “has notice” of a hostile environment and fails to take immediate and appropriate action. Persons determined to be in violation of the university’s harassment policy will be subject to disciplinary action ranging from verbal or written reprimand to sanctions culminating in termination or dismissal, and the possibility of referral to the appropriate authorities.

### Resolution Option A: Direct Response

To facilitate resolution the Complainant may choose to confront the alleged harasser directly, either in person or in writing, specifically identifying the behavior or incident found objectionable and, if desired, the remedy sought, in an effort to resolve the complaint. If the complaint is not resolved through a direct response or the Complainant feels uncomfortable about taking this action, the Complainant should report the behavior to a Recipient, as defined above. In the case of a complaint involving a student and alleged harassment by a faculty or staff member the Direct Response is not recommended due to the inherent power differential which exists.

### Resolution Option B: Informal Procedure

Informal Procedure will generally involve efforts to mediate a resolution that both the Complainant and the person accused (Respondent) can agree upon. The mediation will not involve face-to-face meetings between the parties unless the Complainant agrees. The Chair or designee and a preselected member of the Harassment Resolution Task Force will meet with the complainant and then with the Respondent and the Respondent’s immediate supervisor. In the case of students, the Dean of Students will act as the Respondent’s supervisor. Every effort will be made to resolve the situation informally in whatever manner might be most efficient. If the Respondent admits to the action, and the Complainant is satisfied with an informal resolution, then the Chair or designee in conjunction with the Respondent’s supervisor, and the President, if it involves employees, will determine the appropriate sanction, which may be remedial, rehabilitative and/or disciplinary. The President’s decision will be final in cases that involve employees. If the Chair has been unable to mediate a resolution within fifteen (15) days of receipt, the Chair will so inform the Complainant and the Respondent that the case has moved to the Formal Procedures stage. The results of the informal resolution will be documented. This documentation will be maintained according to guidelines under “Records” later in this policy. Informal procedures must be completed within fifteen (15) business days of receipt of the complaint by the Chair.

### Resolution Option C: Formal Procedure

If the Informal Procedure did not produce a mediated resolution that was acceptable to both the Complainant and the Respondent or if the incident is of such a nature that informal resolution is not appropriate, the case will proceed automatically to the formal stage. A written, signed, and dated complaint, prepared by the Complainant and/or the Recipient, must be filed with the Chair and the case will then be referred to the Campus Hearing Board or the Harassment Resolution Task Force. The Board or Task Force will investigate

the complaint as impartial fact finders not representing either the complainant or the Respondent involved. If the charges are found to be valid, the President, in cases involving employees, in consultation with the Task Force, and the Respondent’s supervisor will determine the appropriate action to be taken. The President’s decision will be final. Formal procedures must be completed within sixty (60) business days from the date the written and signed complaint was filed with the Chair.

### D. Protection of Complainant and Others

All reasonable action will be taken to ensure the Complainant and those providing information on behalf of the Complainant or supporting the Complainant in other ways will suffer no retaliation as the result of their activities in regard to the process. The Complainant will be kept informed during the process. In extraordinary circumstances and at any time during the filing of a sexual harassment complaint, the President of the university may suspend any administrator, faculty member, staff member, or student accused of harassment if it appears reasonably certain that harassment has occurred and that serious and immediate harm might ensue if the Respondent was not suspended.

### E. Retaliation

Retaliation against an individual for a good faith report or complaint of alleged harassment or for participating in an investigation, or against an individual accused of committing harassment is prohibited by university policy, as well as by state and federal law. Retaliation is a serious violation which can subject the offender to sanctions independent of the merits of the harassment allegation. It is a violation of this harassment policy to retaliate against:

- // any member of the Harassment Resolution Task Force or Campus Hearing Board,
- // a person who has or is complaining of alleged harassment (Complainant),
- // a person who is or has been accused of harassment (Respondent), or
- // any person involved in assisting, participating or cooperating in an investigation of harassment, and may be grounds for further disciplinary action.

Retaliation can take many forms, including threats and other forms of intimidation, unwarranted denial, or reduction of rights and privileges, disadvantageous treatment, and the like. When retaliation is charged, the complaining party should utilize the complaint resolution mechanisms specified in this policy.

The Chair of the Board of Trustees will assume the role of the President for cases in which the President is a party to the complaint.

### F. False Accusations

Due to the nature of harassment, complaints cannot always be substantiated. The lack of corroborating evidence should not discourage complainants from seeking relief through the procedures outlined in this

policy. Failure to prove a claim of harassment is not equivalent to a false allegation. However, charges found to be intentionally dishonest or made maliciously without regard for the truth will subject the Complainant and/or person(s) providing false or intentionally misleading information to disciplinary action. While

Waldorf University will seek, insofar as possible, to protect from retaliation persons who make allegations of harassment and/or are involved in investigating or resolving such allegations, the university will also seek to protect those accused from the effects of unfounded or frivolous allegations. It is a violation of this policy for anyone to knowingly make false accusations of harassment and disciplinary action may be imposed for making such false accusations. Such false or malicious accusations may also subject the person making such false allegations to civil liability.

### G. Confidentiality

Every reasonable effort will be made to preserve the confidentiality and to protect the rights of students, faculty, staff, and administrators involved in the filing, investigation, and resolution of complaints of harassment. However, if the Complainant chooses to speak publicly regarding the case, the university shall not be held liable. To the extent reasonably possible, Waldorf University will treat all information received as confidential. However, where it is necessary, in the university's sole discretion, to disclose particulars in the course of the investigation, such disclosure will be made. The parties to a complaint of sexual harassment should treat the matter under investigation with discretion and respect for the reputation of all parties involved in the process.

### H. Records

No record of a complaint shall be placed in the personnel file of an administrator, faculty member or staff member or in the personal file of a student if the complaint is found to be unsubstantiated and without merit. If a complaint is substantiated, an official notation will be placed in the personnel file of the administrator, faculty member, or staff member, or in the personal file of the student, against whom the complaint is filed. In addition, any official disciplinary action will be noted in the file.

If a Complainant chose to use the Direct Response and also communicated this situation to a Recipient, the only record that will be retained will contain the following:

- // the name of the complainant,
- // the name of the individual against whom the complaint was made,
- // the date the complaint was first brought to the attention of the university,
- // a general statement of the nature of the complaint,
- // a statement that the complainant chose to use the direct response,
- // a statement on the results of the direct response.

If a complaint is found to be unsubstantiated and without merit at either the informal or formal level, the only record that will be retained will contain the following:

- // the name of the Complainant,
- // the name of the individual against whom the complaint was made,
- // the date the complaint was first brought to the attention of the university,
- // a general statement of the nature of the complaint,
- // a statement that the complaint was found to be unsubstantiated and without merit, and the level at which such determination was made.

If, after initial counseling on options or unsuccessful mediation, the Complainant does not wish to pursue the complaint and the Recipient does not initiate formal procedures, the only record that will be retained will contain the following:

- // the name of the Complainant,
- // the name of the individual against whom the complaint was made,
- // the date the complaint was first brought to the attention of the university,
- // a general statement of the nature of the complaint,
- // a statement that the complainant elected not to pursue the matter after initial counseling on options or unsuccessful mediation and that the Recipient, after an investigation, had determined not to initiate formal procedures.

The university shall retain all records generated at any level in the handling of a complaint of harassment. These records shall be kept in a locked file in the President's Office. The President will maintain these records, and he/she alone has access to them unless he/she grants access to another person. Upon receipt of a new complaint file, the President will notify the Recipient if another file pertaining either to Complainant or Respondent exists. The Recipient will then review those records to determine if there is a need to initiate additional formal procedures. Access to harassment records is severely restricted, and may be obtained only through written permission of the President. Under ordinary circumstances, access to records may be granted only when the information contained therein may be necessary and pertinent to the conduct of an investigation of harassment, and only to the following individuals or groups:

1. those who act as Recipients of claims of harassment, and
2. the members of the Harassment Resolution Task Force.

The President has sole discretion to determine whether the need to know outweighs the need for confidentiality. In extraordinary circumstances, access to records may be granted if it is deemed necessary to prevent serious and immediate harm to the complainant or other members of the campus community. In all cases where access to records has been granted, a statement will be affixed to the file indicating that the contents thereof are privileged

and confidential, and a record will be maintained of any individual(s) obtaining access, the date, and the reason the particular record was reviewed.

The chair of the Board of Trustees will assume the role of the President for cases in which the President is a party to the complaint.

### Definition of Sexual Harassment

Sexual harassment can take many forms and the determination of what constitutes sexual harassment will vary according to the particular circumstances. Sexual harassment may generally be defined as unwelcome sexual advances, requests for sexual favors and other written, verbal, or physical conduct of a sexual nature which is directed toward a person because of his/ her gender, when:

- // submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
- // submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting that individual; or
- // such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive learning or employment environment.

Sexual harassment may involve behavior by a person of either gender against or toward a person of the same or opposite gender. Conduct alleged to be sexual harassment will be evaluated by considering the totality of the particular circumstances, including the nature, frequency, intensity, location, context, and duration of the questioned behavior. Although repeated incidents generally create a stronger claim of sexual harassment, a serious incident, even if isolated, can be sufficient. For example, a single suggestion that academic or other educational or employment rewards or reprisals will follow the granting or refusal of sexual favors, will constitute sexual harassment and grounds for action under this policy. Generally speaking, the person exhibiting the sexually harassing conduct does not have to intend or realize that the conduct is offensive in order for the conduct to constitute sexual harassment.

### University Policy on Consensual Relationships

Because consent cannot be given freely in a situation where one person has power over another, romantic and/or sexual relationships between the following are prohibited: faculty and staff with currently enrolled students and students being recruited, supervisors with any person she/he supervises, Board of Trustees members with administrators, faculty, staff, and students or any other university employee with someone over whom she/he has a position of power or control. Consensual relationships of a romantic or sexual nature between a Waldorf University employee and a current Waldorf student, or between supervisors and those they supervise may be construed as, or may in fact be, harassment. Because a unique position of power or control exists in such relationships, the term "consent" is made ambiguous.

Consequently, to claim a consensual relationship is not an acceptable defense against charges of harassment.

The following is an exception to the above policy: This policy does not apply to relationships between spouses.

### Campus Crime Policy

Waldorf University is committed to preventing workplace violence and to maintaining a safe working environment. All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. Conduct that threatens, intimidates, or coerces another employee, a student, or a member of the public at any time, including off-duty periods, will not be tolerated. This prohibition includes all acts of harassment, including harassment that is based on an individual's sex, race, age, or any characteristic protected by federal, state, or local laws.

All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to the employee's immediate supervisor or any other member of management. This includes threats by employees, as well as threats by students, vendors, solicitors, or other members of the public. All suspicious individuals or activities should be reported as soon as possible to a supervisor. Waldorf University will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. Any-one determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these university guidelines will be subject to prompt disciplinary action up to and including termination of employment/ reporting to local law enforcement authorities.

The university must publish and distribute the annual campus security report by October 1 of each year. The report is distributed to students and staff and made available to prospective students and employees. The statistics contained in the report must include the following:

- // Criminal homicide, including murder and non-negligent manslaughter and negligent manslaughter
- // Sex offenses, including forcible sex offenses and non-forcible sex offenses
- // Robbery
- // Aggravated assault
- // Burglary
- // Motor vehicle theft
- // Arson
- // By category of prejudice, crimes listed above and any other crime involving bodily injury reported to local law enforcement or to the campus that demonstrates evidence of prejudice based on race, gender, religion, sexual orientation, ethnicity, or disability
- // Arrests for violations of liquor and drug law violations
- // Persons not arrested but referred for campus disciplinary action for liquor, drug, and weapons law violations.

Please contact the Office of Human Resources at [hr@waldorf.edu](mailto:hr@waldorf.edu) for a copy of the full campus crime policy.

## VIII. GRADUATE DEGREE PROGRAMS

### // MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP NON-CONCENTRATION

<b>Major Required</b> . . . . .	<b>15</b>
<b>Professional Electives</b> . . . . .	<b>9</b>
<b>Non-concentration Options</b> . . . . .	<b>12</b>
<b>TOTAL</b> . . . . .	<b>36</b>

<b>Major Required</b> . . . . .	<b>15</b>
ORG 5000	Personal Leadership Development . . . . . 3
ORG 5100	Leadership Theory and Practice . . . . . 3
ORG 6600	Culture of Learning Organizations . . . . . 3
ORG 6700	Diversity and Inclusion in the Organization Culture . . . . . 3
ORG 6900	Leading Complex Change . . . . . 3

#### **Professional Electives** . . . . . 9

Choose three courses from the following, or any course numbered at or above the 5000-level (or equivalent) that is not used to satisfy other degree requirements

COM 5360	Crisis Communication and Leadership . . . . . 3
ORG 5101	Strategic Management and Business Policy . . . . . 3
ORG 5300	Ethics for Business Leadership . . . . . 3
PA 5305	Public Finance and Budgeting . . . . . 3
PA 5306	Public Policy . . . . . 3
PA 6304	Local Government Planning . . . . . 3

#### **Non-concentration Options** . . . . . 12

ORG 5800	Managing Project Teams . . . . . 3
ORG 6000	Leadership Development and Coaching . . . . . 3
ORG 6800	Organization Development . . . . . 3

Choose an additional 5000- or 6000- ORG course not used to satisfy other degree requirements

#### **Master's Degree Requirements**

- // Successful completion of 36-credit hours curriculum
- // Minimum 3.00 cumulative GPA
- // Grade of B or higher in all required courses and professional electives.

### // MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP APPLIED LEADERSHIP CONCENTRATION

The Applied Leadership Concentration track requires successful completion of a minimum of 15 credits in the concentration area. Students have the option of completing a second Applied Leadership Concentration by meeting the 15 credit requirement under both concentrations.

There are seven concentrations to select from: Criminal Justice Leadership, Emergency Management Leadership, Fire/Rescue Executive Leadership, Healthcare Administration, Human Resource Management, Public Administration Leadership, Sport Management, and Teacher Leader.

<b>Major Required</b> . . . . .	<b>15</b>
<b>Professional Electives and Concentration Required</b> . . . . .	<b>21</b>
<b>TOTAL</b> . . . . .	<b>36</b>

#### **Major Required of All Concentrations** . . . . . 15

ORG 5000	Personal Leadership Development . . . . . 3
ORG 5100	Leadership Theory and Practice . . . . . 3
ORG 6600	Culture of Learning Organizations . . . . . 3
ORG 6700	Diversity and Inclusion in the Organization Culture . . . . . 3
ORG 6900	Leading Complex Change . . . . . 3

#### **Criminal Justice Leadership Concentration**

##### **Professional Electives**

Choose two (2) of the following five courses

COM 5360	Crisis Communication and Leadership . . . . . 3
ORG 5101	Strategic Management and Business Policy . . . . . 3
ORG 5800	Managing Project Teams . . . . . 3
PA 5305	Public Finance and Budgeting . . . . . 3
PA 5306	Public Policy . . . . . 3

##### **Concentration Required**

PA 5302	Ethics for Public Administration . . . . . 3
ORG 6000	Leadership Development and Coaching . . . . . 3
CRJ 5200	Leadership and Management Skills for Criminal Justice . . . . . 3
CRJ 5390	Critical Analysis of Criminal Justice Administration . . . . . 3
CRJ 6800	Criminal Justice Policy Analysis and Socio-Cultural Systems . . . . . 3

**Emergency Management Leadership \***

**Professional Electives**

*Choose one (1) of the following four courses:*

COM 5360	Crisis Communication and Leadership . . .	3
ORG 5101	Strategic Management and Business Policy . . . . .	3
ORG 5300	Ethics for Business Leadership . . . . .	3
ORG 5800	Managing Project Teams . . . . .	3

**Concentration Required**

EMG 5000	Emergency Management . . . . .	3
EMG 5100	Legal Aspects of Emergency Management . . . . .	3
EMG 5300	Interagency Disaster Management . . . . .	3
EMG 6300	Risk Management . . . . .	3
EMG 6305	Leadership and Decision Making in Emergency Management . . . . .	3
EMG 6700	Case Studies in Natural and Man-made Disasters . . . . .	3

**Fire/Rescue Executive Leadership \***

**Professional Electives**

*Choose three(3) of the following five courses*

COM 5360	Crisis Communication and Leadership . . .	3
ORG 5101	Strategic Management and Business Policy . . . . .	3
ORG 5800	Managing Project Teams . . . . .	3
PA 5302	Ethics for Public Administration . . . . .	3
PA 5305	Public Finance and Budgeting . . . . .	3
PA 5306	Public Policy . . . . .	3

**Concentration Required**

ORG 6000	Leadership Development and Coaching . . .	3
FSC 6200	The Fire/Rescue Executive's Role in Community Risk Reduction . . . . .	3
FSC 6400	The Fire/Rescue Executive's Role in Emergency Management . . . . .	3
FSC 6800	Executive Leadership for Fire/Rescue Officers . . . . .	3

**Healthcare Management \***

**Professional Electives**

*Choose one (1) of the following three courses*

COM 5360	Crisis Communications and Leadership . . .	3
EMG 5300	Interagency Disaster Management . . . . .	3
ORG 5800	Managing Project Teams . . . . .	3

**Concentration Required**

HCM 5000	Emerging Issues in Health Administration . . .	3
HCM 5100	Building Professional Teams . . . . .	3
HCM 5200	Self Care for Health Professionals . . . . .	3
HCM 6100	Health Field Human Resource Management . . . . .	3

HCM 6200	Health Care Budgeting and Financial Management . . . . .	3
HCM 6900	Ethical Leadership in Healthcare . . . . .	3

**Human Resource Development**

**Professional Electives**

*Choose two (2) of the following five courses*

COM 5360	Crisis Communication and Leadership . . .	3
ORG 5101	Strategic Management and Business Policy . . . . .	3
ORG 5800	Managing Project Teams . . . . .	3
PA 5305	Public Finance and Budgeting . . . . .	3
PA 5306	Public Policy . . . . .	3

**Concentration Required**

ORG 5200	Emerging Trends in Human Resource Management . . . . .	3
ORG 5300	Ethics for Business Leadership . . . . .	3
ORG 6000	Leadership Development and Coaching . . .	3
ORG 6400	Measuring HR and Change Impact . . . . .	3
ORG 6800	Organization Development . . . . .	3

**Public Administration Leadership**

**Professional Electives**

*Choose one (1) of the following three courses*

COM 5360	Crisis Communication and Leadership . . .	3
ORG 5101	Strategic Management and Business Policy . . . . .	3
ORG 5300	Ethics for Business Leadership . . . . .	3

**Concentration Required**

ORG 5800	Managing Project Teams . . . . .	3
ORG 6000	Leadership Development and Coaching . . . . .	3
PA 5302	Ethics for Public Administration . . . . .	3
PA 5305	Public Finance and Budgeting . . . . .	3
PA 5306	Public Policy . . . . .	3
PA 6304	Local Government Planning . . . . .	3

**Sport Management**

**Professional Electives**

*Choose two (2) of the following five courses*

COM 5360	Crisis Communication and Leadership . . .	3
ORG 5101	Strategic Management and Business Policy . . . . .	3
ORG 5300	Ethics for Business Leadership . . . . .	3
ORG 5800	Managing Project Teams . . . . .	3
PA 5306	Public Policy . . . . .	3

**Concentration Required:**

SMT 5200	Emerging Trends in Sport Management . . .	3
PA 5305	Public Finance and Budgeting . . . . .	3
ORG 6000	Leadership Development and Coaching . . .	3
SMT 6400	Strategic Marketing in Sport. . . . .	3
SMT 6800	Strategic Management in Sport . . . . .	3

**Teacher Leader****Concentration Required**

ORG 6000	Leadership Development and Coaching . . . . .	3
EDU 5000	Adults as Learners. . . . .	3
EDU 5100	Personal Leadership Skills and Team Building. . . . .	3
EDU 5102	Student-Centered Differentiated Instruction . . . . .	3
EDU 5200	Building Professional and Community Relations. . . . .	3
EDU 6000	Assessment, Learning, and Action Research . . . . .	3
EDU 6900	Ethical Leadership . . . . .	3

\* *Executive Fire Officer Course Credit: Waldorf University will accept transfer credit for the United States Fire Administration's Executive Fire Officer courses completed at the National Fire Academy. Students successfully completing the following courses will receive transfer credit as indicated: a) the EFO program's Executive Development course satisfies 3 credit hours of elective credit, b) the EFO program's Executive Analysis of Community Risk Reduction course satisfies FSC 6200, c) the EFO program's Executive Analysis of Fire Service Operations in Emergency Management course satisfies FSC 6400, and d) the EFO program's Executive Leadership course satisfies FSC 6800.*

**Master's Degree Requirements:**

- // Successful completion of 36-credit hours curriculum
- // Minimum 3.00 cumulative GPA
- // Grade of B or higher in all required courses and in all concentration courses

Visit our website at [www.waldorf.edu/disclosure](http://www.waldorf.edu/disclosure) for information about gainful employment, including cost of attendance, on-time graduation rate, occupational opportunities, median student debt, and other important information about Waldorf programs.

## IX. GRADUATE COURSE DESCRIPTIONS

### COM 5360

#### **Crisis Communication and Leadership . . . . . (3 cr.)**

Explores strategies for leading and communicating effectively with both internal and external audiences during crisis situations. Discusses the development of a communication plan and how to craft and deliver messaging during the crisis situation.

### CRJ 5200

#### **Leadership and Management**

#### **Skills for Criminal Justice. . . . . (3 cr.)**

Leadership is an essential element for criminal justice professionals. Developing an effective management style is an important component for advancement. This course is designed for students to integrate research with real-world experiences involved in becoming a leader in the criminal justice field. Students will analyze and assess research that delves into the many leadership and management styles within criminal justice.

### CRJ 6800

#### **Criminal Justice Policy Analysis and the Socio- Cultural System . . . . . (3 cr.)**

Beginning in the 1970s, the United States has seen a shift in punishment philosophies, which has resulted in one of the highest rates of incarceration in the world. This course will provide an analysis of these decisions and their implications on the criminal justice system (law enforcement, courts, and corrections), as well as society. (Prerequisites: CRJ 5200 and CRJ 5390)

### EDU 5000

#### **Adults as Learners . . . . . (3 cr.)**

Adults as Learners emphasizes learning methods, strategies, and techniques which cater to the non-traditional adult learner. This course will focus systemically at the philosophical and social context of adult education. Teacher leaders must be aware of strategies and techniques that create a rich learning environment for adults making up the educational team. Learners will leave this course with a psychological and philosophical understanding of what adults are seeking when they decide to improve themselves academically. Additionally, trends, issues, and research related to creating the most positive learning culture possible for adults will be explored. (Prerequisites ORG 5000 and ORG 5100)

### EDU 5100

#### **Personal Leadership Skills for Team Building . . . . . (3 cr.)**

Self-assessment and self-reflection are both key if leaders are to remain true to their purpose. Understanding one's own leadership style is important. Utilizing an individual's strengths and recognizing areas of needed growth are also vital if the leader is to be effective and able to assist in building stronger teams within a professional setting. (Prerequisites ORG 5000 and ORG 5100)

### EDU 5102

#### **Student-Centered Differentiated Learning . . . . . (3 cr.)**

The principle mission of the Organizational Leadership Teacher Leader program is to help learners recognize, understand, build, and cultivate their individual leadership skills. Such skills will be realized by reflecting on leadership theories, current practice, personal leadership development, and a systemic view of leadership and the role of leaders. The program is anchored in application and how learners utilize and model Teacher Leader "best practices" in their day-to-day

professional and personal life. (Prerequisites ORG 5000, ORG 5100, ORG 6600, ORG 6700, and EDU 5000)

### EDU 5200

#### **Building Professional and Community Relationships. . . . . (3 cr.)**

The 21st century work environment is anchored in teams, teamwork, and collaboration. The skills necessary to develop professional and community relationships are anchored in well-defined processes and strategies which lead to greater interaction within the educational community. Some of the areas explored will be communication skills, building relationships, problem-solving strategies, facilitation skills, and expanding the walls of a traditional school setting to the broader community.

### EDU 6000

#### **Assessment, Learning, and Action Research . . . . . (3 cr.)**

In an age of accountability at all levels of our educational structure, it has become vitally important to understand the linkage between assessment, learning and action research. It is the assumption that learners come into this course with a solid understanding of assessment and the role it plays in teaching and learning. The basics of assessment will be reviewed and linked to a wide range of strategies to improve learning in our Pre-K-16 educational structure. Action research is the tool many educators use as they "repair the plane while it is flight." The more proactive the leader is in the use of action research the more quickly logical changes can take place. (Prerequisites ORG 5000, ORG 5100, ORG 6600, ORG 6700, EDU 5000, and EDU 5102)

### EDU 6900

#### **Ethical Leadership . . . . . (3 cr.)**

Where do we develop our ethical and moral direction? Ethical Leadership is designed to explore basic ethics and the development of ethical leadership skills. The course will also help educators learn more about their own state's specific ethical standards and the rationale behind those standards. Learners will discuss and propose ways to work with the broader community to implement positive character development among education faculty, staff, and even elected boards. EDU 6900 Ethical Leadership serves as the Capstone course for the Teacher Leader concentration in Organizational Leadership. The course culminates with the learner merging all previous content into comprehensive reflective demonstration of how they have changed and who they desire to be as a Teacher Leader. (Prerequisites: ORG 5000, ORG 5100, ORG 6600, ORG 6700, EDU 5000, EDU 5100, EDU 5102, EDU 5200, and EDU 6000)

### EMG 5000

#### **Emergency Management . . . . . (3 cr.)**

This course focuses on the evolution of emergency management in the last 110 years and the role of the Federal Government. Students will investigate Hurricane Katrina to identify the breakdown of response efforts that resulted in the reconstruction of federal policies and procedures. Finally, students will study major disasters since Hurricane Katrina to assess present and future government response capabilities to a major disaster.

### EMG 5100

#### **Legal Aspects of Emergency Management . . . . . (3 cr.)**

Explores the basic principles and terms of law in relation to fire protection and various legal actions against people or

organizations charged with emergency services management duties. Contains court cases, statutes, and regulations that have an impact on emergency service organizations.

#### EMG 5300

##### **Interagency Disaster Management . . . . . (3 cr.)**

Focuses on interagency cooperation for complex crises and domestic emergencies. Reviews the coordinating mechanisms and planning tools within the disaster response community for enhanced interagency response operations. Particular attention paid on lessons from post 9/11 and Hurricane Katrina.

#### EMG 6300

##### **Risk Management . . . . . (3 cr.)**

Comprehensive foundation on the background, components, and systems involved in the management of disasters and other man-made or natural emergencies. Examples focus on the U.S. domestic system of emergency management.

#### EMG 6305

##### **Leadership and Decision Making in Emergency Management . . . . . (3 cr.)**

Students demonstrate knowledge and understanding of the history, evolution and theoretical concepts, and technologies used in emergency planning and management. Students differentiate disasters and hazards and apply knowledge of the four stage response to disaster preparedness, emergency planning, mitigation response, and recovery. Students demonstrate comprehension of theory and practice in the public sector by writing up a final emergency management policy.

#### EMG 6700

##### **Case Studies in Natural and Man Made Disasters . (3 cr.)**

Critical look at emergency services management interactions in major historical natural catastrophes, man-made disasters, or terrorist incidents through the lessons learned from case study evaluation. (Prerequisites: EMG 5000 and EMG 5300)

#### FSC 6200

##### **The Fire Executive's Role in Community Risk Reduction . . . . . (3 cr.)**

This course examines the Executive Fire/Rescue Officer's role as a leader for community risk-reduction. Students will address ways to enhance life safety and reduce multi-hazard risks within their communities. Avenues for influencing statewide officials to champion these causes will be examined. Specific areas of fire prevention, such as code enforcement, fire safety education, and fire investigation, will also be discussed.

#### FSC 6400

##### **The Fire/Rescue Executive's Role in Emergency Management . . . . . (3 cr.)**

The course examines the Fire/Rescue Executive's role as an integral part of community and state emergency management systems. Student will apply their experience to conventional incident management concepts and analyze the effective management of various emergency incidents. Student will also analyze the preparedness of emergency operations centers.

#### FSC 6800

##### **Executive Leadership for Fire/Rescue Officers . . . (3 cr.)**

The course examines the Fire/Rescue Officer's role as an executive leader. Students evaluate leadership effectiveness, comparing and contrasting approaches used by various leaders. Students also analyze legal issues and insurance grading, as well as develop procedures for job evaluation and promotion. The course concludes with strategies to enhance

the Fire/Rescue Officer's life quality through personal and professional development. (Prerequisites: FSC 6200 and FSC 6400)

#### ORG 5000

##### **Personal Leadership Development . . . . . (3 cr.)**

Cornerstone course for the M.A. in Organizational Leadership: Learners develop the "use of self" as an instrument for change, applying critical thinking skills. Personal reflection and self-assessment are used to identify preferred learning styles and leadership tools that complement one's personal style. Additionally, this course introduces learners to the Organizational Leadership program, acclimates them to the online format, and builds their identity as members of the Waldorf community.

#### ORG 5100

##### **Leadership Theory and Practice . . . . . (3 cr.)**

Learners explore the philosophy and expression of leadership and how those aspects have changed through history. A variety of leadership theories and styles are discussed, along with their impact on today's leadership practice. (Prerequisite: ORG 5000)

#### ORG 5101

##### **Strategic Management and Business Policy . . . . . (3 cr.)**

Presents an integrative analysis and case studies on the process of developing and managing business strategies. Topics include development of corporate goals and objectives, competitive analysis, business model examination, and organizational systems design for plan implementation.

#### ORG 5200

##### **Emerging Trends in Human Resource Management (3 cr.)**

Learners explore trends related to demographic shifts among talent, globalization, technology, and economic trends, as these trends influence HR practices such as talent acquisition, development, and retention; performance management; and organization effectiveness.

#### ORG 5300

##### **Ethics for Business Leadership. . . . . (3 cr.)**

Explores the role of individual, business, and government activities related to ethically responsible commerce and socially beneficial business activity.

#### ORG 5800

##### **Managing Project Teams . . . . . (3 cr.)**

Analysis and discussion of the diverse sectors of project management leadership and team activity, as well as a wide range of organizations and topics related to project teams. Project teams are comprised of multiple job sectors and divisions. Explores project team members from project creation to completion, while managing team conflict, motivation, individual and group behavior, and strategic completion of work assignments.

#### ORG 6000

##### **Leadership Development and Coaching . . . . . (3 cr.)**

Further developing the "use of self" as an instrument for change, learners apply critical thinking to the practice of developing and coaching people within the organization. Special focus is on developing and coaching leaders within the student's chosen career field. (Prerequisites: ORG 5000 and ORG 5100)

#### ORG 6400

##### **Measuring HR and Change Impact . . . . . (3 cr.)**

Learners examine practical approaches for measuring human resource management functions and change initiatives, with special focus on employee performance and organizational

effectiveness. Case studies will be used to apply approaches for measurement design, data collection, analysis, and evaluation strategies for effective organizational decision-making.

**ORG 6600 Culture of Learning Organizations . . . . . (3 cr.)**

Learners use a systems approach to explore group dynamics and leadership strategies for developing an effective team. Special focus is devoted to the leader's role in influencing group dynamics to create a learning organization culture. (Prerequisites: ORG 5000 and ORG 5100)

**ORG 6700 Diversity and Inclusion in the Organization Culture (3 cr.)**

Learners explore strategies for influencing and shaping an organization culture to embrace diversity and inclusion. Emphasis is on transforming the organization's norms to foster group dynamics that honor diversity and inclusion. (Prerequisites: ORG 5000, ORG 5100 and ORG 6600)

**ORG 6800 Organization Development . . . . . (3 cr.)**

Learners analyze organization development (OD) processes that are designed to improve organization effectiveness. These OD processes are systematic, long-term efforts that focus on the human and social elements of organization change. (Prerequisites: ORG 5000 and ORG 5100)

**ORG 6900 Leading Complex Change . . . . . (3 cr.)**

Capstone for the M.A. in Organizational Leadership: Learners create a leadership project with an applied context. As part of the capstone, learners also reflect and discuss how the individual's leadership lens informs his or her chosen career field. ORG 6900 should be taken during the last term of the M.A. program. (Prerequisites: ORG 5000, ORG 5100, ORG 6600, and ORG 6000)

**PA 5302 Ethics for Public Administration . . . . . (3 cr.)**

The Public Administration Ethics course focus is meta-ethics, normative ethics, and applied ethics theory in the context of the multidisciplinary applied field of public administration and policy research and practice. Students demonstrate knowledge and comprehension of ethical theories such as utilitarianism, deontology, and social constructivism, and through analysis engage in critical thinking and problem solving for comprehension of real problems facing public managers. Students write up their analysis and synthesis in support of an ethical decision and judgments from readings. Students will evaluate a public agency Code of Ethics for analysis and presentation to support comprehension. Ethical case studies are useful for application of ethical constructs and written evaluations include recommendations for administrative, managerial, and leadership responsive action. (Prerequisite: ORG 5000)

**PA 5305 Public Finance and Budgeting . . . . . (3 cr.)**

Demonstrate both knowledge and comprehension of the foundational theories and methodological tools used in public finance and budgeting. Students will apply their knowledge and comprehension and make use of finance and budgeting methodological tools, such as cost-benefit and cost-effectiveness analysis, in the application of finance and budgetary theory to practice, create, and oversee public sector fiscal processes. Students will evaluate a real budget and identify important budget items that public managers must consider in preparation and presentation of a

budget. The usefulness of finance and budgeting theoretical constructs and methodological tools will be applied to solve real world public finance and budgetary case studies. (Prerequisite: ORG 5000)

**PA 5306 Public Policy . . . . . (3 cr.)**

The Public Policy and analysis course provides a critical overview of the public policy process and effects on public, nonprofit, and private organizations. Students identify the steps in the public policy and analysis process including problem identification, policy formation, and implementation, as well as evaluate techniques within various public sectors and nonprofit organization environments. This course allows students to implement successful strategies using case analysis. (Prerequisite: ORG 5000)

**SMT 5200 Emerging Trends in Sport Management . . . . . (3 cr.)**

Learners will explore emerging trends in sport management including demographic shifts, managing diversity, economic trends, pay for play, coaching and administrative accountability, student-athlete eligibility issues, drug use in sport, strategic planning, organizational effectiveness, and ethical issues in sport.

**SMT 6400 Strategic Marketing in Sport . . . . . (3 cr.)**

This course provides an overview of marketing in sport. Emphasis is placed on enabling the marketing manager to create strategies that "fit" the products and services to an athletic department or sport organization's distinctive competencies and its target market. The course centers on the development of decision-making skills in marketing and provides an overview of the strategic marketing management process. Case studies in sport marketing are used to address and exemplify the many issues and problems that are involved in creating and implementing the marketing strategy. (Prerequisites: ORG 5000 and ORG 5100)

**SMT 6800 Strategic Management in Sport . . . . . (3 cr.)**

This course is designed to provide a deeper understanding of strategic management principles, theories, and concepts in their application to specific sport management settings. During this course, students will examine the basic concepts of strategic management, learn how to develop mission statements, and assess both the external and internal environments to determine organizational strengths and weaknesses. This course will include the analysis of various methods for strategic planning, formulating and implementing tactical strategies, as well as the numerous issues associated with technological and economic challenges. (Prerequisites: ORG 5000 and ORG 5100)

## X. STUDENT LIFE & UNIVERSITY RESOURCES

“Friendliness” and “welcoming” are the words most often used to describe the Waldorf University community, whether the speaker is a prospective student, a current student, a staff member, or an alumnus/alumna who has returned for a 50-year class reunion.

The uncommon sense of community at Waldorf and its friendliness are products of its human scale. The lack of pretense among its people can be attributed in part to the agrarian and small community backgrounds of many students, shared values and faith commitments, the lack of exclusive social groupings (there are no social fraternities or sororities), and a distinctive residence life program.

Waldorf is also an active campus, providing abundant opportunities for students to be involved, serve others, and develop their life skills as well as contribute to the sense of camaraderie we enjoy as a living and learning community.

### // CAMPUS COMMUNITY

Waldorf University aspires to be a community in which individuals live in support and respect of one another. Persons who choose to enroll at Waldorf are expected to actively support the physical, emotional, intellectual, and spiritual well-being of others.

Each member of the campus community also has the opportunity and responsibility to help shape and contribute to the common good and the vitality of campus and spiritual life, and promote the welfare of the university and the university community.

At Waldorf we reject the trend in society to accept any kind of behavior as long as it does not affect one personally. However, we also seek to minimize the use of rules and regulations, apart from the democratically legislated laws governing the larger community of which we are a part and the Christian standards to which the institution is dedicated.

### // ACADEMIC AND SOCIAL EXPECTATIONS

As members of a diverse community, students are expected to respect the need for honor and integrity. Christian values—such as compassion, justice, and respect for each individual as a child of God—are emphasized. This responsibility extends to honesty in academic settings.

In both academic and social areas, the university's expectations reflect the community's aspirations for life at Waldorf. As an outgrowth of the values professed by the university, these expectations are reflected in guidelines for community living.

In addition to guidelines prohibiting vandalism, theft, plagiarism, harassment, and any form of violence, and

physical or emotional abuse, the Student Handbook, the Student Code of Conduct, and Housing Contract outline other expectations such as visitation hours and the campus alcohol and drug policy. Students are expected to be familiar with these documents and their contents.

When a violation of these guidelines occurs, judicial action may be taken by the Campus Hearing Board or a student life staff member. A committee of students, faculty, and staff serve as the Campus Hearing Board.

Students and their guests are always expected to adhere to city, state, and federal laws.

### // RESIDENCE LIFE

Each residence hall at Waldorf is a living community designed to enhance the residential experience. The residence life program aims to contribute to the sense of identity among its members as students organize themselves within the halls, undertake activities and projects, and go about their daily living in relationship with one another.

Specifically, the residence life program provides a format through which members develop a sense of community life within the floor unit and the hall as a whole, undertake service projects on campus or in the community, sponsor social activities for the campus, and develop relationships with faculty and staff members.

#### Housing Residency Requirement

Campus housing is available for all full-time students. Students are required to live in university housing and have a meal plan unless they meet at least one of the following criteria:

- // Student has lived on campus for at least six full semesters (full summer terms included).
- // Student will be 21 years old prior to the first day of classes for the semester he/she wishes to live off-campus.
- // Student who has earned enough credits for senior (86 semester credits) status before the start of the semester.
- // Student is married or living with and supporting (a) dependent child (ren).
- // Student is living with parents or legal guardian and commuting from their permanent home within a 35-mile radius of the university.
- // Student transferred to Waldorf University with at least 30 approved credits prior to the first day of classes for the semester he/she wishes to live off campus.
- // Any student found to be dishonest about the above criteria will be assessed the room charges (100%) for each semester.

Students wishing to live off-campus or be excused from the board plan must submit a written request to the Office of Student Life at least 30 days prior to the first day of classes

for the semester they wish to be excused. Students may apply to be excused from university housing and board plan simultaneously or may apply to be excused from only university housing or board plans independently. Applications may be completed online.

Limited housing is available to students taking classes during the summer, but students are not required to live in university housing when enrolled for summer classes.

University housing is offered to full and part-time students. Part-time students are not required to live on campus.

Residence halls are closed and meal plans are unavailable during posted university breaks so students may be asked to find other accommodations or may be reassigned to other halls during the break periods. (i.e. winter break, spring break, summer break)

Housing assignments are made by Residence Life. Any questions regarding housing should be directed to Residence Life staff. Students may be reassigned at any time as enrollment changes.

Student rooms are furnished with beds, mattresses, dressers or chests, desks, chairs, and closets. Students provide their own pillows, beddings, blankets, personal needs, and room decorations. Basic cable/internet services, bathrooms/showers, security, debit card-operated laundry machines, and hall staff are also provided. Students are welcome to bring small refrigerators and microwaves for personal use.

Residence hall policies may be found in the Student Handbook online on the Student Life web page.

## // STUDENT RESOURCES

### Freshman Seminar and Orientation

Freshman Seminar, summer orientation, and Waldorf Orientation Weekend (WOW) are scheduled for the purpose of aiding the entering student in adjusting and transitioning to the university and is required of all first-time, full-time freshmen. The First Year Seminar introduces students to all of the academic and social aspects of university life. The program also focuses on the university's mission, resources and policies, the purpose of higher education, and components of living in a university community, all in an atmosphere of learning, fun, and meeting others.

### First-Year Experience

Waldorf is proud of its efforts to assist first year students to transition and adjust to life in university communities. Waldorf has a First-Year Experience (FYE) hall—Johnson Hall for the men and London Hall for the women. The First-Year Experience Coordinator is also the FYE Area Coordinator. There are many exciting social and educational activities and events specially designed for our first year students in the First-Year Residence Hall.

### MyWaldorf Student Portal (Online)

The myWaldorf Student Portal contains several useful resources and can be accessed by visiting <https://myWaldorf.waldorf.edu>. Forms and information relating to student records, enrollment, courses, and other university services are accessible by logging into the myWaldorf Student Portal using a user ID and password. Students may also access their Blackboard courses and the Waldorf University Online Library through the myWaldorf Student Portal. Course grade reports will be available in the myWaldorf Student Portal.

#### Success Center (Online)

The Writing / Math Center provides services to students that will aid in their success throughout their academic careers. The Writing / Math Center has resources readily available for students, regardless of the degree they are seeking. They provide the following services:

- // Academic support in the areas of writing and math via phone and email
- // Individualized writing or math sessions utilizing interactive technology
- // Learning and instructional resources such as interactive webinars covering writing, math, APA, and basic course concepts
- // Course assistance at the request of professors and students
- // Liaison service to the faculty within each course to help students meet objectives
- // Learning styles and study skills development that will enhance learning
- // Readiness self-assessments for math and writing intensive courses
- // Guidance regarding citation and the university's academic integrity policy

The Success Center hours are Monday-Thursday, 8:00 a.m. to 5:00 p.m. CST and Friday 8:00 a.m. to 3:00 p.m. CST. If students need assistance at other times, personal appointments can be made 24 hours in advance.

To contact the Success Center with questions, please email [success@waldorf.edu](mailto:success@waldorf.edu) or call the Student Service department at 877-267-2157 to be connected with a Success Specialist. Students may also submit math or writing center requests through the myWaldorf Student Portal. Please allow two business days for the processing of math and writing center written requests.

## // ADVISING AND COUNSELING

### Academic Advising

Academic advising at Waldorf begins in the admission process, through the services of a skilled, experienced admission staff. Entering students are then registered by the Registrar in order to assure high quality advising services in the initial semester of study.

Upon enrollment, each student is assigned to a faculty advisor and is encouraged to make use of this relationship in seeking counsel on academic matters. However, students are ultimately responsible for monitoring their academic progress and making certain their program will meet requirements for graduation.

### Online Advising Services

Waldorf University academic advisors are available to assist students with selecting the courses needed to successfully complete their desired program of study. These academic advisors are familiar with the academic requirements and career opportunities for the program they advise. The number is 877-267-2157 ext. 6535. Office hours are Monday-Thursday, 8:00 a.m. to 5:00 p.m., and Friday 8:00 a.m. to 3:00 p.m. CST. The Academic Advising email is [advising@waldorf.edu](mailto:advising@waldorf.edu).

### Online Student Services

Student Services staff are available to assist the students with a variety of services. The student's student services representative is the online students' primary contact for any administrative support or questions. The number is 877-267-2157 ext. 6534. Office hours are Monday-Thursday, 8:00 a.m. to 5:00 p.m., and Friday, 8:00 a.m. to 3:00 p.m. CST. The Student Services email is [students@waldorf.edu](mailto:students@waldorf.edu).

### Career Center

The Career Center at Waldorf University, located in the lower level of Salvesson Hall, provides current students and alumni with comprehensive career services, including career exploration and guidance, internship/job search assistance, and assistance with the graduate school application process. Career exploration is essential for all freshmen and sophomores. The Career Center assists students in analyzing their interests and skills, in addition to researching job descriptions and job outlook projections, to enable students to confidently choose their academic majors and to identify their individual career paths. After choosing their career paths, juniors and seniors utilize the services of the Career Center to assist in sourcing internships and jobs. The Career Center supports Waldorf students by assisting students with resume and cover letter writing, conducting job searches, networking at career fairs, and performing mock interviews. For students who are considering graduate school, the Career Center assists them in identifying and applying to graduate programs and provides preparation tips for graduate school entrance exams.

If students or alumni wish to get connected with the Career Center, they can "like" them through Facebook at: <https://www.facebook.com/WaldorfUniversityCareerCenter> The Career Center's Facebook site posts: information about career-related events both on-campus and off-campus, current employment opportunities, links to job employment search sites, tips for résumés and cover letters, professional networking, and interviewing, and more.

For more information, stop by the Career Center, located in the basement of Salvesson Hall, email us at [careers@waldorf.edu](mailto:careers@waldorf.edu) or visit us at [www.waldorf.edu](http://www.waldorf.edu).

### Personal Counseling

The counseling services offered at Waldorf are available to give students assistance with a wide range of concerns which may interfere with a student's emotional well-being, academic success, or relationships with others. Free, confidential counseling is provided by a licensed counselor to assist in resolving the concerns of any student. Individual and group counseling are available by appointment. In addition, counselors are available for consultation to student groups, as well as to faculty, staff, parents, or friends who have a concern about a student. Counseling Services is located on the main floor of the Campus Center.

### Luisse V. Hanson Library

The library's academic role has been redefined to reflect student-centered learning, striving to provide a partnership between students, faculty, and library staff in supplying students with the skills necessary for a rapidly changing world and a journey of lifelong learning. Librarian's roles have changed as well. Librarians function as guides, pointing out possibilities, suggesting directions, and piquing interest as students determine for themselves where their research and study will lead them. Librarians now participate as part of a learning team in offering students not only content, but methods of learning, connecting students to information, and showing them how learning can be facilitated by new technologies as well as traditional resources.

The Luisse V. Hanson Library provides access to a variety of resources to meet the information needs of students. Library professionals are available to help students with their research and to provide guidance in navigating the Waldorf University online databases so that students are able to make full use of the information resources offered. Waldorf University provides extensive research databases through which resources such as full text journal or magazine articles, newspaper articles, and electronic books are available. Library resources can be accessed by students from within their online course or through the myWaldorf Student Portal.

Professional librarians are available to provide reference service at 641.585.8110 or e-mail at [librarian@waldorf.edu](mailto:librarian@waldorf.edu) during the regular operating hours of the Luisse V. Hanson Library building. Librarians are available Monday-Thursday 8:00 a.m. to 11:00 p.m., Friday 8:00 a.m. to 5:00 p.m., and Sunday from 4:00 p.m. to 9:00 p.m. (All times Central Standard Time) You may also chat using the library Live Chat link within the myWaldorf Student Portal.

### Academic Achievement Center

The Academic Achievement Center for Excellence (AACE) provides academic services to all Waldorf University students. These services include tutorial services, educational training and seminars, learning style assessments, academic advising, study rooms, computer network access, printer access, and a professional, responsive staff to assist with student academic achievement at Waldorf University while helping create lifelong learners to benefit the world.

### Academic Computer Services

Students may bring their personal laptop to use at Waldorf University to receive a reduction in your comprehensive fees. However, please know that the Waldorf IT Department will not provide technical support or repair service for issues directly related to your personally owned laptop.

Please refer to the information below for the minimum specifications for a computer that a student brings to campus.

Minimum Specifications:

- // Laptop No Older Than 3 Years
- // Windows or Mac OS X Operating System
- // 2 GB RAM
- // 80 GB Free Disk Space
- // LAN Connection
- // WiFi Connection for Wireless Network
- // DVD-Rom/CD-RW Drive for Multimedia

If you do not plan to bring your personal computer, Waldorf will provide one for your academic studies through our Laptop Loan Program. You will be issued a laptop after completing the registration process, at which time you'll also receive information concerning specifications and the university's usage policy. Laptops must be returned at the end of each semester. You are encouraged to provide insurance coverage at your own expense if you will be bringing your own personal laptop.

Also, recent improvements to Waldorf network capabilities (including extensive network and bandwidth upgrades) also make it possible for you to bring your favorite gaming systems to campus—Wii, Xbox, and PlayStation.

Residential Students who have technical difficulties, questions or concerns, please call the Waldorf IT Department at 1.800.292.1903, ext. 8150.

Online Students who have technical difficulties, trouble opening links in their course, accessing the CD or companion websites that accompany the textbook, or submitting assignments should contact Technical Support, their student services representative, and their professor. Technical support is available Monday through Friday, 8:00 a.m.–11:00 p.m. CST and weekends from 10:00 a.m.–7:00 p.m. CST. If contacting us by phone during weekend hours please leave a voice message and we will return your call promptly. To speak with a Technical Support please call 877-399-1063. You may also chat in using the Live Chat link within the student portal or send us an email anytime at [techsupport@waldorf.edu](mailto:techsupport@waldorf.edu).

### Health Service

A registered nurse, employed by the university, directs the Health Service. The university nurse supervises health conditions (minor injuries, illness, and referrals) and administers first aid. The services of the nurse are available to all full-time students, free of charge.

A physical examination, done within one year of admission to university, proof of immunizations, insurance form, and medical history are required. All required health forms can be

found on the Waldorf website under Student Services/Health Services. For students participating in athletics at Waldorf University, you will need to have a physical examination done every year prior to your particular athletic sport and complete the required athletic forms. All health forms should be submitted prior to attendance at class and prior to the first day of practice for athletes.

The American University Health Association recommends that students consider a meningitis vaccine to reduce the risk for potentially fatal bacterial meningitis.

The university reserves the right to have students take special examinations or tests if it is deemed necessary by health authorities or the administration.

Competent health care professionals and clinics are located in Forest City and surrounding areas. Their services are readily available to students. If a student's health condition requires hospitalization or if the services of medical specialists are recommended, the campus nurse will refer students to out of town service providers who are approximately 30 miles away. Transportation is provided for a fee.

As part of student fees, accident insurance coverage is provided for students while they are participating in university-sponsored and campus life activities. This coverage pays secondary to any family or individual coverage the student may already have.

All required health forms can be found on the Waldorf website under current students, student services, health services.

### Mandatory Primary Health Insurance Coverage Policy

- // Coverage Dates: 08/01/2016–07/31/2017
- // Annual Premium: \$1,663
- // Affordable Care Act Compliant
- // Medical Preventative & Wellness Services: 100% covered In Network with no Deductible; No coverage Out-of-Network (Immunizations recommended by Centers for Disease Control covered at 100% In Network)
- // First Health Network for Medical (same as last year)
- // OptumRx/Catamaran Network for Prescription—Co-payments \$15/35/50 with no Deductible; No coverage Out-of-Network
- // Unlimited Aggregate Maximum
- // \$150 Deductible In Network; \$300 Deductible Out-of-Network (no waiving of deductible this year)
- // Out of Pocket Maximum \$5,000; includes Deductibles, Co-payments (including Rx), on Co-insurance. Athletic injuries not included
- // Office Visits—In Network \$15 Co-payment, then 70% after Deductible is met
- // ER Visits—In Network \$250 Co-payment, then 70% after Deductible is met
- // Physical, Occupational & Speech Therapy—In Network 70% after Deductible is met
- // X-rays, Labs, PET, CAT, & MRI—In Network 70% after

Deductible is met

// Dental and Vision only covered in the event of an injury

The plan is purchased for the entire twelve months and cannot be canceled after the deadline to waived date, September 7, 2015. All of the benefits can be viewed at [consolidatedhealthplan.com/products/student\\_hp](http://consolidatedhealthplan.com/products/student_hp). The above points are highlights from the plan document. We encourage you to read the website for the complete benefits. In the event there are differences between this hand-out and the official plan document, the plan document controls.

### Questions to Ask Your Current Health Insurance Carrier:

- // Is my student's health insurance adequate while attending Waldorf University in Forest City, IA?
- // Does my student's health insurance work at Mercy Clinic and/ or Mayo Clinics?
- // Will my student's health insurance cover more than a medical emergency or Urgent Care?
- // If my student's health insurance is a HMO, does it have a "Guest Membership" option that would allow my student to see providers besides ER/Urgent Care in the Forest City area?
- // Does my student need to get a referral from a Primary Care Provider before visiting any other provider in order for the insurance to cover the visit?

### 2016–2017 Supplemental Accident Insurance

Waldorf University's full-time residential program students are automatically enrolled in as supplemental secondary excess accident insurance plan from August 1 through July 31 each year with no additional cost to the student. Please note that this plan is for accidents and injuries only. It is also an excess plan and NEVER pays as primary; it does not cover illnesses, and only pays after the student's private health insurance has been processed.

For a variety of reasons, not the least of which is the further implementation of the Affordable Care Act, the health insurance landscape is changing. As a result, we find ourselves in a position where certain changes to our Supplemental Secondary Excess Accident Plan need to be made. Please make note of this year's plan benefits. It is always the student's personal responsibility to pay their medical bills. All students need to rely on their own personal health insurance at all times. Waldorf University NEVER pays for any provider visits and all unpaid bills are always the student's sole responsibility. Please note the following important considerations with respect to this insurance:

- // The accidental supplemental insurance is filed only after primary insurance has been processed and only under certain conditions.
- // The injured student MUST see a licensed provider within 30 days of the incident or this policy will reject the claim.
- // Claims arising from self-inflicted injuries and while the student is under the influence of drugs or alcohol will not be covered.
- // The plan benefit period is for 52 weeks from the date of

injury. Any treatments extending past the 52 week period will be the student's sole responsibility. All arrangements for treatment are to be made before the student graduates or withdraw from Waldorf University.

- // There is a \$750 reducing deductible per injury on Waldorf's secondary excess accident plan requiring the student to pay out of their pocket before the plan starts to pay towards a claim.
- // All injuries must be reported during the contest/practice or immediately thereafter to the supervising Athletic Trainer, Student Health Services, or the Head Coach. If the situation is an emergency, the student must notify the Athletic Trainer or Student Health Services within 48 hours of the emergency room visit. Otherwise, expenses incurred will be the sole responsibility of the student.
- // All appointments with physicians, specialists, physical therapies, etc. must be made through Waldorf's athletic trainers or Waldorf's Student Health Services (this includes second opinions). Except for emergency cases, authorization for these appointment must be obtained prior to seeing a doctor or hospital. A student is a liberty to depart from this policy and seek unauthorized treatment, but in doing so he/she assumes all incidental risks and the expense of the medical services.
- // Non-athletic conditions such as asthma, cardiac, etc. are not covered under this plan.
- // Previous injuries are NOT covered under this plan. Waldorf University is not responsible for any pre-existing injury, condition or operations nor is our secondary excess accident plan. All costs related to the evaluation, care and treatment of pre-existing conditions is the sole responsibility of the student.
- // Dental Care and Vision Care is limited to injury to sound natural teeth and/or to student's eye(s) caused during an authorized practice or intercollegiate contest. Damage or breakages of glasses/contacts are NOT covered under this plan.

Waldorf never pays for any provider visits. Bills are always the student's responsibility.

Any medical bills not covered by the student's personal health insurance or the supplemental plan are the responsibility of the student and not the responsibility of Waldorf University.

When a provider visit has been set up, the student must present their personal health insurance card the Waldorf's secondary insurance card at each check in. The trainers or school nurse will give the student a secondary card to carry with them to ALL appointments. Failure to present both cards at every medical visit may result in a claim being denied.

If the student's primary health insurance coverage changes or is dropped during the school year, it will be the student's responsibility to notify Waldorf's Student Insurance Coordinator and the Athletic Trainer immediately. Information on the student's new coverage must be made immediately and copy of the new insurance card needs to be provided to the Student Insurance Coordinator when available. If the student needs primary insurance coverage, they can be enrolled in the plan offered by Waldorf University with proof

of cancellation within 30 days of the prior insurance plan's cancellation. All practices, conditioning, and work out must stop while the student is uninsured.

### Student Health Insurance

Waldorf University requires all residential students with 12 or more credit hours to carry adequate health insurance that is accepted by providers in the Forest City, Iowa area (i.e. Mercy or Mayo systems). This requirement can be met either through a family employee health plan, private insurer, or the plan offered by the university through Consolidated Health Plans, Inc. Waldorf University offers a health insurance plan with coverage from August 1, 2016 through July 31, 2017. The annual premium cost is \$1,663. This will be automatically billed to all students who qualify if they have not waived off with proof of insurance by September 7, 2015. There is an option to purchase CHP for the Fall 2016 or Spring 2017 semesters only. Please contact the Student Insurance Coordinator for additional information.

Students with coverage, through a family employee health plan or a private insurer who do not wish to purchase the health plan offered by Waldorf University, are required to waive off the plan offered before September 7, 2016. A brochure of the plan offered by Waldorf University may be viewed at [www.waldorf.edu/insurance](http://www.waldorf.edu/insurance). The insurance must be comparable and adequate to CHP. To waive the health plan, please send a copy of the front and back of your insurance card to the Student Insurance Coordinator.

Before waiving coverage, please consider that students, who currently have primary health insurance under an HMO or PPO, may not have adequate providers in the Forest City area. Waldorf University's secondary accident insurance piggy backs onto the student's primary health insurance and if coverage is denied, the secondary accident insurance may not be able to cover expenses. Please check with the student's primary insurance company for coverage information before waiving off Waldorf University's plan.

### Food Service

The university's food service is operated by Waldorf Campus Dining and Conferences. All students who live on campus are required to purchase a board plan. Commuter students may also purchase board plans. Board plans include the 12 and 19 meals per week, 125 meals per semester or commuter block plans. Students or parents can purchase additional meals or add declining balance dollars to the plans at any time by contacting the Business Office.

The Food Service operates in three locations: the Campus Center Dining Hall, Warrior Crossing off the Atrium, and Gatsby's Grill in the lower level of the Campus Center.

Students may make arrangements with the Director of the Food Service for special dietary needs, sack lunches, picnics, or dinners. A student Food Service committee through Student Senate assists management in assuring that student preferences are known and acted upon insofar as possible in the operation of the Food Service.

The Campus Center Dining Hall (Top Floor, Campus Center) offers a full line of meal choices. More made-to-order items are available with a focus on healthier food options. During certain times of the year, and during breaks, the university dining services are limited or closed.

### Bookstore

Waldorf operates a Bookstore which is located on the south side of the Atrium. The store handles textbooks, study aids, and supplies for all courses offered by the university, as well as a wide selection of Waldorf-imprinted clothing and gift items.

Buying your textbooks from the Bookstore has great advantages. If you decide to drop a class within the first two weeks, you will get a full refund on that textbook. The Bookstore also makes sure the book you are getting is the exact book the professor requires you to have for that class. Make things a little less hectic in the Fall, by reserving your textbooks at [www.waldorfbookstore.com](http://www.waldorfbookstore.com), but don't forget to check out the clothing and gift item selection on-line also. For your convenience and personal needs, the Bookstore also offers stamps, cards, school supplies, and UPS picks up and ships out daily.

## // STUDENT ACTIVITIES

### Participation in Co-Curricular Activities

Students are encouraged to participate in co-curricular activities. Major extra-class, or co-curricular activities are defined in the Student Handbook. The rules of the National Association of Intercollegiate Athletics, of which the university is a member, governs eligibility in intercollegiate athletics.

## // STUDENT GOVERNMENT

Opportunities for leadership development and meaningful involvement in shaping campus life are available through Waldorf's Student Senate, of which all students are automatically members. The Student Senate, the chief student governing body, is comprised of the executive officers and senators who are elected by the student body.

The purposes of the Student Senate include providing the means for effective student participation in community governance, developing and interpreting student opinion on issues of interest to students, providing effective student participation in planning and administering student affairs, promoting the welfare of the student body, campus improvements, campus programming, and acting in advisory capacities to the university administration, committees, and other instruments of university governance.

In addition to the Student Senate, students participate in university governance through service on university committees. Other leadership opportunities are available through our student organizations and academic programs.

## RELIGIOUS LIFE AND CAMPUS MINISTRY

The Religious Life and Campus Ministry programs at Waldorf University are designed to walk with students, faculty, and staff on the spiritual journey—providing opportunities to both grow in faith and actively wrestle with the deep questions of faith and life.

The Core Values of Campus Ministry are:

- // **Mission and Friendship**—We believe that every person has a God-given purpose in and through this life. Through friendship, we seek to help one another discover that mission and purpose.
- // **Community and Hospitality**—We believe that God has designed humanity to live in relationship with one another. Through the welcome of Jesus Christ, we seek to build caring, trusting relationships with one another.
- // **Service and Mercy**—We believe that our human identity and purpose is realized in and through a commitment to spend ourselves in service to the whole creation. To grow in what this means, we are committed to a growth in living lives of mercy.
- // **Tradition and Innovation**—“The wisdom of past ages without a vision of the future is irrelevant, but a vision of the future ignorant of the lessons of the past is irresponsible.” The practices of those who have come before us in the faith are deep roots that support us as we grow together towards God’s future. We value the traditions handed on to us that are of the gospel. We hold them as treasure entrusted to us for future generations. We will use them creatively to illuminate the path we are walking and towards the reign of God.
- // **Beauty and Wisdom**—Campus ministry encourages a dialogue of faith and reason, and supports ecumenical and interfaith activities, conversations, and projects. We believe that we are called to a rigorous pursuit of truth and wisdom, through intentionally utilizing the gifts of God.
- // **Truth and Becoming**—Because God’s truth became flesh in Jesus, we seek to be an authentic community in the presence of truth. We do not possess truth, nor do we seek to correct the truths of others; rather, we seek to live faithfully in light of the truth of God in Christ Jesus. We also seek to be attentive to the emergence of God’s reign in our world and in our personal and communal becoming.

*“This life is therefore, not righteousness, but growth in righteousness, not health, but healing, not being, but becoming, not rest, but exercise. We are not yet what we shall be, but we are growing toward it, the process is not yet finished but it is going on, this is not the end, but it is the road. All does not yet gleam in glory, but all is being purified.”* —Martin Luther, defense of his articles 1521

- // **Campus Worship and Chapel Service**—Worship is offered in a variety of ways at a variety of times.

Campus worship and chapel service is ecumenical, utilizing a variety of styles that reflect the diversity of faith expressions within the campus community. All students are encouraged to assist with chapel leadership. Senior students are invited to provide a homily for chapel.

- // **Student Campus Ministry Teams**—Students are encouraged to participate in the Religious Life and Campus Ministry of the university wherever they are comfortable. Because the posture of Campus Ministry is “permission giving,” students are invited to develop programs and ministries based upon their own gifts, passions, and ideas.

Student and staff led ministries include:

- // **ACTS (Active Catholics to Serve)**—Advised by faculty members of the Roman Catholic tradition and the local priest, ACTS meets weekly for mass, fellowship, and service. Catholic Mass and Rosary is celebrated on Thursday at 9:00 p.m. in the recital hall.
- // **Like Fire/LCM (Lutheran Campus Ministry)**—Lutheran (ELCA) student ministry group.
- // **Drama Outreach**—Students develop drama ministries for on-campus events and for campus chapel sessions.
- // **Mission and Service**—Students involved in service coordinate and promote local, regional, national, and international faith-based mission and service projects. Each March there is an organized spring break mission trip.
- // **The Bridge**—The Bridge college ministry of the First Baptist Church exists to connect Waldorf students to Christ and the church.
- // **Spiritual Growth**—Students lead Bible studies and other spiritual growth activities in peer groups.
- // **Sunday Morning Worship**—Students are encouraged to worship in the congregation of their choice on weekends.

## MUSIC ACTIVITIES

Waldorf has a long and distinguished tradition in music, which is an outgrowth of the musical emphasis in the university’s heritage. While many student participants intend to pursue careers in music through continued study, a large majority of music participants use this co-curricular activity as a source of personal growth and as an expression of their vocational interests.

### Waldorf Choir

The Waldorf Choir is a select, mixed choir which studies and performs music of many styles and traditions. Founded in 1916, the choir has upheld the Waldorf heritage of great choral singing. The Waldorf Choir has a touring tradition which has led to performances throughout the United States, Canada, Scandinavia, and other parts of Europe. Mini-tours and an extended spring tour are conducted each year. Admission is by audition, and all freshman members are required to take private voice lessons or voice class one

of their freshman semesters. All sophomores are strongly encouraged to continue with voice class or private lessons.

### Schola Cantorum

The Schola Cantorum choir, which means “singing school” in Latin, represents the entire student body of Waldorf. Made up of both music majors and non-majors, Schola Cantorum presents a wide variety of music ranging from Renaissance polyphony to world music, to jazz. Schola Cantorum presents its own concerts, performs in the annual Christmas at Waldorf concert, and sings at community events throughout the year.

### Sangkor

Sangkor is the community ensemble at Waldorf University that include members of the Forest City community, the Waldorf community, faculty, staff, and students. Sangkor studies and performs music from a variety of choral idioms. Concert appearances are a part of its activities.

### Waldorf Wind Ensemble

The Wind Symphony, in an effort to broaden the musical horizons of the student musician and to achieve the highest possible standard of musicianship, strives to perform the finest music out of the modern band repertoire. Each spring the Wind Symphony makes a concert tour. Members who make the tour pay a small fee which covers part of the transportation cost.

### Waldorf Jazz Band

The 18-piece Jazz Band explores a variety of contemporary and traditional jazz styles. Open to members of the Wind Symphony, the Jazz Band performs at Coffee House events on campus.

### Warrior Pep Band

The focus of this ensemble is to perform at Waldorf Warrior Athletic events. The Warrior Pep Band is open to all students that enjoy performing classic pep band music hits while supporting the active Waldorf Warrior Athletic schedule throughout the year.

### Warrior Drumline

This group meets weekly and is open to any student interested in being involved in the exciting process of performing high-energy Drumline Music. The Warrior Drumline performs at various events throughout the school year.

### Ambassador Ensemble

Members of the Waldorf Wind Symphony form brass and woodwind quintets and quartets which provide music on and off campus for chapel services and various celebrations. Membership is by audition.

### Speaker Series

Our Speaker Series events are held each semester and are designed to foster a sense of community through development of enlightened concern about national and

global issues. A variety of scholars and public figures are brought to campus.

### Community Artist Series

The Waldorf Community Artist Series offers several cultural activities each semester. These events feature the work of performing and visual artists and are intended to expose students to the wide variety of human expression. Students are strongly urged to attend these cultural opportunities.

## // THEATRE ACTIVITIES

Waldorf’s theatre activities are considered an integral part of the liberal arts program, and all students are welcome to audition for roles or participate in technical aspects of campus productions. The productions enrich and compliment the theatre courses which are offered for those who desire formal study in theatre and its related fields.

Typically, four main stage productions are presented each academic year. Productions have included classical and modern comedies and tragedies, musicals, and experimental plays.

The Harold and Charlotte Smith Theatre seats 180 in a uniquely intimate setting. The scenery, light, and costume shops, as well as the ticket office and design lab provide excellent areas for production and support activities.

The theatre department frequently provides lighting and/or technical support for Waldorf University campus events.

## // ATHLETIC ACTIVITIES

Through intramural and intercollegiate programs, as well as recreational resources available to students, Waldorf provides abundant opportunities for students to pursue sporting interests.

### Intercollegiate Athletics

Waldorf University has membership in the Northstar Collegiate Athletic Conference of the National Association of Intercollegiate Athletics.

Waldorf University sponsors the sports of baseball, basketball, bowling, cheer, cross country, football, golf, hockey, soccer, softball, volleyball, and wrestling. The aim of this activity area is to provide a complete and balanced sports program meeting the needs and interests of the students. The university makes every effort to maintain a program that enables students to hone their skills, develop lifelong recreational interests and leadership skills, and contribute to the quality of student life.

The NAIA “Champions of Character” initiative creates an environment in which every NAIA student-athlete and coach is committed to the true spirit of competition through respect, integrity, responsibility, servant leadership, and sportsmanship.

Waldorf students have distinguished themselves on both the playing field and in the classroom over the years. They demonstrate that competitive athletics and academic pursuits can blend harmoniously.

### **Intramural/Recreational Athletics**

The purpose of the intramural program is to provide any student with an interest in sports or recreation an opportunity to further develop interest and skill through friendly competition and participation. The intramural program also gives students an opportunity to participate in a wide variety of sports, recreational activities, and games. A year-round program of intramural sports gives all students an opportunity to take part in athletic games, tournaments, trips, and one-time events.

### **Cheer**

Cheer is considered a sport at Waldorf. The purpose of this program is to provide the opportunity to enable cheerleaders to reach individual and team skill goals as athletes, and to learn lessons useful for life. In addition, the program is intended to promote university spirit.

## **EDUCATIONAL AND SOCIAL STUDENT ORGANIZATIONS**

### **Alpha Chi**

Alpha Chi is a coeducational society whose purpose is to promote excellence and exemplary character among university and university students and to honor those who achieve such distinction. Its name derives from the initial letters of the Greek words A H EIA, meaning truth and XAPAKTHP, meaning character.

As a general honor society, Alpha Chi admits membership to students from all academic disciplines. Only students in the top 10 percent of the junior and senior classes may be invited to membership in Alpha Chi.

Membership in Alpha Chi recognizes previous accomplishments and provides opportunity for continued growth and service. As a phrase from the society's constitution suggests, Alpha Chi seeks to find ways to assist students in "making scholarship effective for good."

Among the major general honor societies, Alpha Chi is distinctive in its commitment to involve undergraduate members in the full range of cooperation of the society. Although faculty sponsors are important for the continuity of the organization, student members are the focus of Alpha Chi's programs and play major roles in Alpha Chi's leadership from the local to the national level.

At the local chapter level, all offices are filled by students, supported by a faculty sponsor who is appointed by the president of the institution or other chief executive officer. Chapters not only induct new members but also promote scholarship through sponsoring at least one scholarly or academic activity each year for their university.

### **Alpha Psi Omega**

Waldorf University Theatre is home to the Alpha Epsilon Omega cast of Alpha Psi Omega National Theatre Honor Society (APO). APO is a society for highly involved students of theatre (both majors and non-majors) that serves the theatre program by sponsoring events and fund-raisers, assisting in workshops and career development programs for the department, and in working to develop future theatre trips to Minneapolis, Chicago, New York, and London.

### **Lambda Alpha Epsilon**

Lambda Alpha Epsilon, Iota Beta Phi chapter is a co-ed criminal justice fraternity that seeks to improve criminal justice through educational activities, while fostering professionalism in all areas of criminal justice. It seeks to promote professional, academic, and public awareness of criminal justice issues. LAE gives students high standards of ethical conduct, professional training and higher education within the criminal justice field.

### **Mu Phi Epsilon**

Mu Phi Epsilon Professional Music Fraternity is a co-educational international fraternity in the professional field. Mu Phi Epsilon was founded in Cincinnati, Ohio on November 13, 1903, by Winthrop Sterling and Elizabeth Mathias Fuqua. The purpose of Mu Phi Epsilon is the advancement of music throughout the world, the promotion of musicianship and scholarship, loyalty to Alma Mater, and the development of the true bond of friendship. Our Mission is to foster the ideas of service to school and community, develop an awareness that artistic gifts are to be shared, promote high scholarship, musicianship, and friendship through service, and provide opportunities for strong artistic and personal abilities. There are currently 144 collegiate chapters with charters with 82 active chapters and 74 active alumni chapters. The fraternity awards a number of scholarships and grants and promotes music among professional musicians, students and the community. The Zeta Lambda Chapter of Mu Phi Epsilon was started at Waldorf University on April 13, 2011.

### **Historia**

Historia is the Waldorf University History Club. The goal of Historia is to further the understanding of History, Political Science, and Geography while having fun. The club also fosters a relationship with local historical societies and museums as well as planning trips of historical or political nature. All students are eligible and encouraged to join. Membership is not required to participate in our events.

### **Biology Club**

The purpose of the Biology Club is to provide social and educational programming for those interested in flora, fauna, and all things biology.

### **Criminal Justice Club**

The Criminal Justice Club is an organization designed and conducted by students to assist other students in discovering various perspectives and career opportunities within the criminal justice system through the use of field trips,

conferences and guest speakers. Not only does being involved build resumes, it also creates networking relationships for the students. It is an opportunity for young and old adults to work together in creating a beneficial, symbiotic society that will improve and strengthen their futures.

### Wellness Club

The purpose of the Wellness Club is to provide students with opportunities to expand their knowledge of the discipline of health promotion and wellness.

### Chess Club

The purpose of the Chess Club is to provide students and faculty with opportunities to develop chess skills and prepare for the U.S. Chess Federation tournament competition.

### Film Club

The purpose of the Film Club is to provide frequent opportunities for students to see important films and to discuss them openly and intelligently with peers and professors.

### Global Culture Club

The purpose of the Global Culture Club is to foster greater awareness and understanding within the university community of the cultures and societies of various countries throughout the world, as well as providing fellowship and encouragement among students of diverse cultures. The club sponsors a variety of activities such as a Global Fest, Culture Show, and educational trips. The international students also offer programs to the public of an international nature. Membership of American students is encouraged.

### Education Club

The purpose of the Waldorf University Education Club is to promote interest in the teaching profession, and foster greater awareness and understanding of the teaching profession. The club hosts many social and academic activities on campus and sponsors trips to educational conferences. The club is advised by the Education Department faculty.

### Political Organizations

Political organizations are formed by students wishing to promote student participation in politics.

### Presidents' Roundtables

Presidents' Roundtables provide an opportunity for presidents/leaders and members of each club or organization to meet and discuss leadership topics, get feedback about club issues, and announce upcoming events. Meetings are held twice a semester.

### ACTS

The purpose of Active Catholics to Serve (ACTS) is to get Catholic students, and any other students who so desire, involved in Catholic traditions that will guide them on their journey of becoming educated as a "whole person in the

spirit of Jesus Christ, enabling the individual to experience fulfillment through a life of service."

### MAPS

Mostly Alive Poets Society (MAPS) provides a platform for poets and those who like poetry to share and discuss their work.

### Amnesty International Club

Amnesty International, winner of the 1977 Nobel Peace Prize, works for human rights throughout the world. Members support the Universal Declaration of Human Rights and communicate with government authorities to release prisoners of conscience detained because of their beliefs, race, sex, ethnic origin, language, or religion.

### GSA

The Gay/Straight Alliance (GSA) brings together gay and straight students to raise awareness about issues concerning homosexuality on campus and in the community. Iowa Pride Network Award for Best GSA in the State (2 years).

### Social Warrior Activities Team (S.W.A.T.)

The Student Activities Office works to provide social, educational, cultural, and recreational events for the campus and Forest City community. Social Warrior Activities Team (S.W.A.T.) is composed of the following student committees responsible for programming entertainment: comic relief, concerts, dances, late night athletics, late night programming, novelty, and special events. Student Activities also organizes homecoming and Family/Little Sibs Weekend. The following programs are also sponsored by the Student Activities Office:

// **"Taste of Forest City" Involvement Fair** is hosted each fall with the purpose of showcasing campus organizations, clubs, and athletic teams. Area businesses are also represented, giving highlights of what Forest City has to offer.

// **Educational and Wellness Programs:** Topics include healthy relationships; nutrition, health, and fitness; AIDS Awareness; domestic violence; basic car maintenance; self-defense course; and conflict management. Student Activities works with the Career Services Office to provide additional programs that target our upperclassmen including interviewing skills, resume writing, a finance series, etiquette, and leadership workshops.

// **Warrior Cup:** A week-long event held during homecoming sponsored by Senate and Student Activities. Organizations compete against other organizations to win the Warrior Cup and a monetary award. Competitions include Oreo stacking, tug-of-war, banner contests, etc.

// **Winterfest:** A Student Senate-sponsored winter competition held amongst campus organizations in February.

Other active student organizations include: SAAC (Student Athletic Advisory Committee).

## // CAMPUS MEDIA

### Social Media

Like us on Facebook at [www.facebook.com/WaldorfUniversity](http://www.facebook.com/WaldorfUniversity) and follow us on Twitter at [www.twitter.com/WaldorfUniversity](http://www.twitter.com/WaldorfUniversity).

### Lobbyist

The Lobbyist is the student newspaper, which is published online several times each semester. The program is intended to provide both a voice for the student body within the campus community and to serve as a professional opportunity for journalism students.

### The Torch

The Torch is the student magazine. Students manage, write, and design the magazine. It is published twice a semester and covers the various events and activities occurring on campus.

### KZOW-Radio

KZOW, 91.9 FM, airs a variety of music and student-produced shows 24 hours a day. "Active Radio" provides all students an opportunity to produce audio programming and promotions in an "on-air" professional setting.

### WAL-TV

As a practicum experience, students participate in satellite downlinks and live-to-tape broadcast recordings of theatrical plays, professional presentations, and scripted productions for special university projects.

### Student Handbook

The Student Handbook, with information for students, is published by the Office of Student Life and posted on the university web site prior to the beginning of classes each fall.

### Waldorf University Magazine

The Waldorf University Magazine is published by the university and available to alumni, parents, pastors, and other friends of the university. A monthly e-newsletter is also sent out to alumni.

### Faculty/Staff Newsletter

A monthly newsletter sent out to all Waldorf University employees.

### The Waldorf Literary Review

The Waldorf Literary Review (WLR) is a magazine for the arts supported once a year by the staff of the Literary Editing class. The Review contains art, fiction, poetry, and essays from students, staff, community members, and faculty.

### Summer/Winter Newsletter

A summer/winter newsletter is sent out each July and January to all students and parents with updates, important dates, and important information regarding the start of school.

## // CAMPUS AND COMMUNITY

Waldorf University was founded in 1903 as a result of "The Great Hotel War of Forest City." This fierce, competitive battle between two first-class hotels, built simultaneously, left the beautiful Waldorf Hotel vacant after only four months of operation. This provided the opportunity for The Rev. C. S. Salveson to muster the necessary resources to found a Christian college.

Thus, Waldorf University came to be located on a prominent corner in the center of the city of Forest City, and the 50-plus acre campus has grown up around this original, and still beautiful, building now called Salveson Hall.

### Campus

The Waldorf campus has nearly tripled in size in the past three decades, with the addition of six major buildings in that period. Waldorf's buildings include:

**Salveson Hall (1903)** is a four-floor building which serves as Waldorf's "Old Main." Salveson houses the main administrative offices and the extensive computer facilities of the university.

**Thorson Hall (1911)** was the second building on campus. It has served a variety of purposes since its dedication. Its complete remodeling into a state-of-the-art "high technology classroom building" was completed in January, 1990. This building houses the Business Center; Humanities Center; Harold and Charlotte Smith Theatre; video control center; telecommunications laboratory; and the student publications offices. Thorson is named after Thorwald Thorson, a member of Waldorf's first faculty and later a distinguished architect.

**Tillie Rasmusson Hall (1955)** is a three-story co-educational traditional residence hall for 60 students. It is named after the food service director of the university from 1915 to 1968.

**Nilssen-Boe Science Hall (1962)** is a science classroom and laboratory facility serving the departments of biology, chemistry, physics, and mathematics. The building is named after two former presidents of the university, Morton O. Nilssen (1943-1950) and Lars W. Boe (1904-1915).

**Jacob Tanner Hall (1964)** is a three-story co-educational traditional residence hall for 144 students. It is named after The Rev. Dr. Jacob Tanner, who served as a highly-popular theology professor from 1944 to 1963, during the years when he was age 79 to 97.

**Gladys Ormseth Hall (1966)** is a four-story co-educational traditional residence hall for 96 students. It is named after the Waldorf teacher and bookstore manager from 1922-1965.

**Campus Center (1967)** is a three-story building housing food services, including the Velma Severson Dining Room, the Gjellefald Dining Room (named for Olaf and Alta Gjellefald, long-time benefactors of the university), and a private dining

area on the upper level. The main level includes the art gallery and game/TV room and campus lounge in addition to student life, residence life, student activities, intramurals, parking, health service offices, the university information desk, and the Anna Marie Mitchell meeting room. The lower level features Gatsby's Grill, a short order cafe, recreation area featuring a dance floor and large screen television viewing area, and the student mail center.

**Johnson-London Hall (1968)** is a four-story, two-wing co-educational traditional residence hall for freshman students. It is named for O. J. Johnson, a professor in mathematics, physics and science, dean of men, and dean of the university; and Hans London, a cabinetmaker, electrician, and grounds person for the Waldorf maintenance staff from 1933-1967.

**Odvin Hagen Music Center (1976)** is named after the long-time beloved choral director. It houses the Department of Music and includes the 129-seat Recital Hall, the Edyth Quist Piano Classroom; the Oscar Lyders Theory Room (Lyders was the founder of the Waldorf Choir); a band rehearsal room; several classrooms and teaching studios; nine practice rooms; a student lounge; and other facilities for the department. The building is connected to the Campus Center by an underground pedestrian tunnel.

**John K. and Luise V. Hanson Fieldhouse (1987)** is a complete physical education facility, including a large gymnasium (seating 1,200), wrestling room, weight room, several locker rooms, and offices for the department. The Fieldhouse adjoins the Forest City YMCA, which allows Waldorf students, who all receive a membership, easy access to the additional recreational facilities of the Y, including a pool, racquetball courts, cardio-strength training room, and indoor jogging/walking track. An addition containing a new weight room/wellness center, wrestling practice/multi-purpose room, and lobby expansion was completed in 1997.

Hanson Fieldhouse is named after one of the most prominent alumni of Waldorf, John K. Hanson '32 and his wife, Luise V., a long-time member of the Board of Regents.

Adjacent to the Hanson Fieldhouse are the football stadium, baseball and softball fields, soccer field, and practice areas.

**The Atrium (1991)** provides a link between three major facilities: Salvesson Hall, Thorson Hall, and Nilssen-Boe Hall of Science. It also contains an elevator offering handicapped accessibility to all floors and includes the Academic Achievement Center (AACE), access to the theatre scene and costume shops, and the Atrium Conference Room. Also located in the Atrium is Warrior Crossing, Waldorf's Grab and Go full service convenience food stop in the heart of campus daily life, offering Java City Coffee beverages, sandwiches, soups, salads, and comfort snack foods, while working in conjunction with student meal plans. The sky lighted two-story central plaza offers attractive and functional space for numerous social and cultural events as well as popular between-class student lounging areas.

**Breen Hall (1998)** is a three-story co-educational suite style residence hall for 102 students. It is named after Clarence Breen, an alumnus, and his brother, Elroy Breen, generous supporters of the university.

**Luise V. Hanson Library (2005)** is the center of scholarly research, study, and learning, bringing together technological and traditional access to information. Open and dedicated in the fall of 2005, this \$4.5 million building honors Luise V. Hanson, an 18 year member of the Board of Regents and strong supporter of the university. The library provides a variety of comfortable seating and study space options on two floors, a book capacity of over 90,000, and five group study rooms. The library is wireless, has two classrooms and a seminar room, and also has the university writing center, the university archives, and the faculty research center.

**Timberland Apartment Complex (2006)** is a co-educational apartment complex managed by Waldorf University located near the athletic fields. Each apartment includes four single bedrooms, two full bathrooms, a fully furnished kitchen, laundry, living and dining area, air conditioning, and parking. This off-campus independent facility is reserved for upper class students.

**Denny Jerome Athletic Center (2010)** is named after the long-time athletic director and women's basketball coach at Waldorf, Denny Jerome. Jerome '70 has been employed at the university since 1972 and has served as athletic director, women's basketball coach, admissions counselor, residential dorm director, and assistant football coach.

The DJAC houses the offices for football, men's and women's soccer, baseball, softball, men's and women's golf, men's and women's cross country, and men's and women's bowling. Second floor includes classrooms and offices while the first floor is currently undergoing renovations to include locker rooms, weight room, training room, indoor hitting facility, laundry room, and storage.

**The Theme Houses (6)** are university owned houses (Columbia, Immanuel, Lux, Olson, Veritas, and Warriors houses) that are used to provide a unique opportunity that is designed to bring students together who share a common area of interest and to provide a richer living and learning environment; thereby creating their own residential experience in a non-traditional residential setting.

## // THE COMMUNITY

Forest City is a vibrant, small community of 4,150 residents, located midway between Des Moines and Minneapolis, 30 miles west of Mason City (population 30,000), and 20 miles west of Clear Lake. In one of the world's richest agricultural regions, the area features beautiful rolling hills, towering oaks, and Pilot Knob State Park. Forest City is home to Winnebago Industries, a Fortune 500 company and a leading manufacturer of recreational vehicles. Forest City features a 3M distribution center, a movie theatre, bowling alley, YMCA, aquatic center, and various state and local recreational parks.

## XI. OTHER INFORMATION

### RESIDENTIAL

#### // 2016–2017 RESIDENTIAL ACADEMIC CALENDAR

<b>FALL SEMESTER 2016</b>	
Faculty Workshops	08/17/16–08/19/16
New Students Arrive	08/21/16
Waldorf Orientation Weekend (WOW)	08/21/16–08/22/16
Returning Students Arrive	08/23/16
Opening Convocation	08/23/16
Classes Begin	08/24/16
<b>Labor Day Break</b>	<b>09/03/16–09/05/16</b>
Last Day to Add/Drop Classes	09/07/16
Online 8-Week Courses Begin	09/07/16
Last Day to Withdraw from 1st 7-week Classes	09/16/16
Last Day of 1st 7-week Classes	10/07/16
Homecoming Weekend	10/07/16–10/09/16
Mid-Semester and 1st 7-week Final Grades Due	10/10/16 by 8 am
First Day of 2nd 7-week Classes	10/10/16
Founder's Day	10/11/16
Last Day to Withdraw from a Semester Class	10/21/16
Last Day to Withdraw from 2nd 7-week Class	10/28/16
Online 8-Week Courses End	11/01/16
<b>Thanksgiving Break</b>	<b>11/23/16–11/27/16</b>
Last Day of Classes	12/02/16
Final Exam Week	12/5/16–12/8/16
Semester and 2nd 7-week Final Grades Due	12/12/16 by 8 am
<b>SPRING SEMESTER 2017</b>	
New Students Arrive	01/10/17
Returning Students Arrive	01/10/17
Classes Begin	01/11/17
Last Day to Add/Drop Classes	01/24/17
Online 8-Week Courses Begin	01/25/17
Last Day to Withdraw from 1st 7-week Classes	02/03/17
Last Day of 1st 7-week Classes	02/24/17
Mid-Semester and 1st 7-week Final Grades Due	02/28/17 by 8 am
<b>Spring Break</b>	<b>03/04/17–03/12/17</b>
First Day of 2nd 7-week Classes	03/13/17
Last Day to Withdraw from a Semester Class	03/17/17
Online 8-Week Courses End	03/21/17

Last Day to Withdraw from 2nd 7-week Class	04/07/17
<b>Easter Break</b>	<b>04/14/17–04/17/17</b>
Classes Resume	04/18/17
Last Day of Classes	04/28/17
Final Exam Week	05/01/17–05/04/17
Commencement Practice (Fieldhouse)	05/05/17 at 10 am
Baccalaureate Ceremonies (Immanuel Lutheran Church)	05/6/17 at 10:30 am
Commencement Ceremonies (Fieldhouse)	05/06/17 at 2 pm
Semester and 2nd 7-week Final Grades Due	05/09/17 by 8 am
<b>SUMMER SEMESTER 2017</b>	
Classes Begin	05/08/17
Last Day to Add/Drop Classes	05/12/17
Last Day to Withdraw from Summer 5-Week Classes	05/24/17
<b>Memorial Day Break</b>	<b>05/27/17–05/29/17</b>
Online 8-Week Courses Begin	05/31/17
Summer 5-Week Classes End	06/09/17
Summer 5-Week Grades Due	06/13/17 by 8 am
Last Day to Withdraw from a Semester Class	06/15/17
<b>July 4th Break</b>	<b>07/04/17</b>
Last Day of Classes	07/21/17
Summer Semester Grades Due	07/24/17 by 8 am
Online 8-Week Courses End	07/25/17

## // 2017–2018 RESIDENTIAL ACADEMIC CALENDAR

<b>FALL SEMESTER 2017</b>	
Faculty Workshops	08/16/17–08/18/17
New Students Arrive	08/20/17
Waldorf Orientation Weekend (WOW)	08/20/17–08/21/17
Returning Students Arrive	08/22/17
Opening Convocation (Atrium)	08/22/17 at 4 pm
Classes Begin	08/23/17
<b>Labor Day Break</b>	<b>09/02/17–09/04/17</b>
Last Day to Add/Drop Classes	09/06/17
Online 8-Week Courses Begin	09/06/17
Last Day to Withdraw from 1st 7-week Classes	09/15/17
Last Day of 1st 7-week Classes	10/06/17
Mid-Semester and 1st 7-week Final Grades Due	10/09/17 by 8 am
First Day of 2nd 7-week Classes	10/09/17
Founder's Day	10/11/17
Last Day to Withdraw from a Semester Class	10/20/17
Homecoming Weekend	10/20/17–10/22/17
Online 8-Week Courses End	10/31/17
Last Day to Withdraw from 2nd 7-week Class	11/03/17

Final Exam Week	12/04/17–12/07/17
Semester and 2nd 7-week Final Grades Due	12/11/17 by 8 am
<b>SPRING SEMESTER 2018</b>	
New Students Arrive	01/09/18
Returning Students Arrive	01/09/18
Classes Begin	01/10/18
Last Day to Add/Drop Classes	01/23/18
Online 8-Week Courses Begin	01/24/18
Last Day to Withdraw from 1st 7-week Classes	02/02/18
Last Day of 1st 7-week Classes	02/23/18
Mid-Semester and 1st 7-week Final Grades Due	02/26/18 by 8 am
<b>Spring Break 03/03/18–03/11/18</b>	
First Day of 2nd 7-week Classes	03/12/18
Last Day to Withdraw from a Semester Class	03/16/18
Online 8-Week Courses End	03/20/18
<b>Easter Break 03/30/18–04/02/18</b>	
Classes Resume	04/03/18
Last Day to Withdraw from 2nd 7-week Class	04/06/18
Last Day of Classes	04/27/18
Final Exam Week	04/30/18–05/03/18
Commencement Practice (Fieldhouse)	05/04/18 at 10 am
Baccalaureate Ceremonies (Immanuel Lutheran Church)	05/05/18 at 10:30 am
Commencement Ceremonies (Fieldhouse)	05/5/18 at 2 pm
Semester and 2nd 7-week Final Grades Due	05/8/18 by 8 am
<b>SUMMER SEMESTER 2018</b>	
Classes Begin	05/07/18
Last Day to Add/Drop Classes	05/11/18
Last Day to Withdraw from Summer 5-Week Classes	05/23/18
Online 8-Week Courses Begin	05/30/18
<b>Memorial Day Break 05/26–05/28/18</b>	
Summer 5-Week Classes End	06/08/18
Summer 5-Week Grades Due	06/11/18 by 8 am
Last Day to Withdraw from a Semester Class	06/15/18
<b>July 4th Break 07/04/18</b>	
Last Day of Classes	07/20/18
Summer Semester Grades Due	07/23/18 by 8 am
Online 8-Week Courses End	07/24/18

## ONLINE

## // 2016–2017 ONLINE ACADEMIC CALENDAR

Waldorf University offers its online degree programs in an accelerated term format.

Term	Registration	Start Date	Drop Date	End Date
<b>TRACK A</b>				
1A17	4/13/16–6/21/16	7/6/16	7/12/16	8/30/16
2A17	6/22/16–8/23/16	9/7/16	9/13/16	11/1/16
3A17	8/24/16–10/25/16	11/9/16	11/15/16	1/17/17
<i>Christmas Break for Term 3A (12/21/16 to 1/3/17)</i>				
4A17	10/26/16–1/10/17	1/25/17	1/31/17	3/21/17
5A17	1/11/17–3/14/17	3/29/17	4/4/17	5/23/17
6A17	3/15/17–5/16/17	5/31/17	6/6/17	7/25/17
<b>TRACK B</b>				
1B17	5/11/16–7/20/16	8/3/16	8/9/16	9/27/16
2B17	7/21/16–9/20/16	10/5/16	10/11/16	11/29/16
3B17	9/21/16–11/22/16	12/7/16	12/13/16	2/14/17
<i>Christmas Break for Term 3B (12/21/16 to 1/3/17)</i>				
4B17	11/23/16–2/27/17	2/22/17	2/28/17	4/18/17
5B17	2/8/17–4/11/17	4/26/17	5/2/17	6/20/17

## // 2017–2018 ONLINE ACADEMIC CALENDAR

Waldorf University offers its online degree programs in an accelerated term format.

Term	Registration	Start Date	Drop Date	End Date
<b>TRACK A</b>				
1A18	05/17/17–07/18/17	08/02/17	08/08/17	09/26/17
2A18	07/19/17–09/19/17	10/04/17	10/10/17	11/28/17
3A18	09/20/17–11/21/17	12/06/17	12/12/17	02/13/18
<i>Christmas Break for Term 3A (12/20/17 to 01/02/18)</i>				
4A18	11/22/17–02/06/18	02/21/18	02/27/18	04/17/18
5A18	02/07/18–04/10/18	04/25/18	05/01/18	06/19/18
<b>TRACK B</b>				
1B18	04/12/17–06/20/17	07/05/17	07/11/17	08/29/17
2B18	06/21/17–08/22/17	09/06/17	09/12/17	10/31/17
3B18	08/23/17–10/24/17	11/08/17	11/14/17	01/16/18
<i>Christmas Break for Term 3B (12/20/17 to 01/02/18)</i>				
4B18	10/25/17–01/09/18	01/24/18	01/30/18	03/20/18
5B18	01/10/18–03/13/18	03/28/18	04/03/18	05/22/18
6B18	03/14/18–05/15/18	05/30/18	06/05/18	07/24/18

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Judy Brown '84, Secretary . . . . .	Rosemont, MN

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Cindy Carter, Assistant to the President

### OFFICE FOR ACADEMIC AFFAIRS

Vincent Beach, Vice President for Academic Affairs  
Jennifer Edwards, Administrative Assistant to the VPAA  
David Rask Behling, Associate Dean of Accreditation and Assessment  
Steven DuBose, Associate Dean of Online Learning

Robert AuFrance, Assistant Dean of Fine Arts  
Darrell Barbour, University Registrar  
Rick Axelson, Director of Institutional Effectiveness  
Neal McGregor, Director of Graduate Studies  
Suzanne Falck-Yi, Director of the Honors College

### OFFICE OF THE REGISTRAR

Darrell Barbour, University Registrar  
Karen Hehman, Associate Registrar for Online Learning  
Leslie Grothe, Assistant Registrar for Residential Learning  
Britney Tankersley, Assistant Registrar for Online Learning  
Lori Raines, Online Articulations Manager  
Tamara McComb, Online Records Coordinator  
Cassandra Hardy, Online Academic Advisor/Transcript Evaluator  
Debra Waldrop, Online Academic Advisor/Transcript Evaluator  
LaTasha Moreland, Online Academic Advisor/Transcript Evaluator  
Tamara Bachtold, Online Academic Advisor/Transcript Evaluator

### ACADEMIC SUPPORT SERVICES

#### Academic Achievement Center for Excellence (AACE)

Kristin Wempen, Director of AACE/Disabilities Specialist  
Sabrina Parcher, Assistant Director of Academic Achievement  
Stephanie Storby, Assistant Director of Academic Support Programs/Disabilities Specialist  
Lydia Gray, Academic Achievement Center Coordinator

#### Career Planning Center

Mary Reisetter, Director of Career Planning  
Sheryl Barbour, Career Center Coordinator

#### The Writing Center

Kristi White, Program Director

#### Library

Derrick Burton, Library Director  
Elizabeth Kunze, Reference and Instruction Librarian  
Tricia Baker, Library Services and Operations Assistant  
Jodi Barkema, Library Assistant

#### Online

Tony Wical, Online Faculty and Support Coordinator  
Vanessa Doden, Online Course Support Coordinator  
Sally Story, Online Faculty Support Assistant

#### Fine Arts

Robert AuFrance, Assistant Dean of Fine Arts, Director of Fine Arts Administration, Director of Theatre  
Joel Everist, Director of Choral Activities  
David Rutt, Interim Director of Instrumental Activities  
Kristin Taylor, Director of Keyboard Studies

### Education Department

Becky Stumme, Education Office Coordinator

### Office of Residential Admissions

Scott Pitcher, Director of Residential Admissions  
Karla Olson, Associate Director of Admissions, Director of Fine Arts/Affinity Recruiting  
Ryan Flickinger, Associate Director of Admissions and Director of Athletic Recruiting  
Alyssa Braun, International Student Coordinator and Recruiter  
Andrew Jermeland, Admissions Counselor  
Cameron Barnes, Admissions Counselor  
Tanner Roush, Admissions Counselor  
Cassie Ruud, Admissions Counselor  
Melanne Bang, Office Manager

### Office of Online Admissions

Chelsea Hoffman, Assistant Vice President Online Admissions and Operations  
Bonnie Lader, Director of Online Admissions  
Cory Brown, Admissions Supervisor  
Peri Anne Edwards, Training Coordinator  
Jeri Rayfield, Admissions Counselor  
Lisa Brannan, Admissions Counselor  
Deanna Petersen, Admissions Counselor  
Lauren Armstrong, Admissions Counselor  
Kaitlin Miller, Admissions Counselor  
Hannah Torchia, Admissions Counselor  
Kathryn Robinson, Transcript Processor  
Brianna Girdner, Admissions Lead Processor

### Education Representatives

Todd Bridges, Director of Waldorf Outreach  
Andrew Hanes, Education Representative  
Laurin Lader, Education Representative  
Rodney Daniels, Education Representative

### Student Services

Bonnie Lader, Director of Online Student Services  
Whitney Bullock, Supervisor of Online Student Services and Training Coordinator  
Nathan Day, Student Services Representative  
Jason Hammer, Student Services Representative  
Ashley Brewton, Student Services Representative  
Shelby Adams, Student Services Representative

### Office of Business Affairs

Mason Harms, Vice President for Business Affairs  
Linda Harms, Student Accounts Manager

Dawn Ramaker, Human Resources Manager  
Bev Retland, Student Loans and Insurance Coordinator  
Debbe Nelson, Accounts Payable Manager  
Samantha Beck, Residential Student Accounts Specialist  
Stephanie Whitlock, Online Student Account Specialist  
Cindy Adams, Online Student Account Specialist  
Karen Elliott-Olson, Cashier  
Kathy Triggs, Records Clerk/Office Assistant for Business Affairs

### Office of Financial Aid

Duane Polsdofer, Director of Financial Aid  
DeAnn Derscheid, Assistant Director of Online Financial Aid  
Heidi Aitchison, Assistant Director of Residential Financial Aid  
Cathy Stensland, Financial Aid Senior Counselor Online  
Val Gibbs, Federal and State Awards Specialist  
Cristen Hall, Financial Aid Counselor Online  
Ali Schulte, Financial Aid Counselor Online  
Kathryn Padgett, Administrative Assistant Residential  
Michelle Archer, Administrative Assistant Online

### Office of Advancement

Nancy Olson, Director of Institutional Relations  
Amy Thorson, Director of Alumni Relations  
Janet Berhow, Database and Gift Processing Manager

### Office of Marketing and Communications

Beau Vignes, Director of Marketing  
Kelli Harms, Associate Director of Residential Marketing  
Tara Kingland, Graphic Designer

### Intercollegiate Athletics

Denny Jerome, Director of Athletics  
Matt Oliver, Assistant Athletic Director for Media Relations  
Kristi Osheim, Manager of Athletic Operations  
Darrell Barbour, Athletic Eligibilities SCO  
Cynthia Ryder, Faculty Athletic Representative  
Heidi White-Laube, Athletic Trainer  
Jason Laube, Strength and Conditioning Coach  
Kent Anderson, Football Coach  
Nathan Christianson, Men's and Women's Cross Country, Track & Field Coach  
Mark Clouse, Men's and Women's Golf Coach  
Michael Wilson, Men's and Women's Soccer Coach  
Joe Tautges, Baseball Coach  
Lexy Determan, Softball Coach  
Nigel Jenkins, Men's Basketball Coach  
Katie Schutjer, Women's Basketball Coach  
Kalea Wilson, Cheer Coach  
Joseph Squires, Men's and Women's Bowling Coach  
Brett Shelanski, Hockey Coach

### Bookstore

Karla Schaefer, Bookstore Director

Courtney Brandrup, Bookstore Assistant/Textbook Manager

### Buildings and Grounds

Tim Severson, Interim Director of Facilities Services  
 Darlene Miles, Administrative Assistance  
 Gary Kadlecik, Grounds  
 Justin Benjegerdes, Maintenance  
 Diane Korte, Maintenance  
 Duane Moe, Maintenance  
 Dave Mull, Maintenance  
 Phuoc Van Truong, Maintenance  
 Lynn Osterkamp, Driver  
 AJ Welch, Driver  
 David DeBoe, Housekeeping  
 Brenda Ray, Housekeeping  
 Cindy Dvorak, Housekeeping  
 Leah Engelbarts, Housekeeping  
 John Staley, Housekeeping  
 Krista Stenersen, Housekeeping  
 Mike Tjaden, Housekeeping

### CONFERENCE & DINING SERVICES

Brian Keely, Director  
 Nat Hansen, Executive Chef / Assistant Director  
 Betty Anderson, Cook  
 Debra Bertelsen, Cook  
 Ann Fischer, Baker  
 Nikki Flugum, Cashier/Prep  
 Pam Gray, Prep  
 Jenny Higgins, Prep  
 Vicki Johnson, Cashier/Prep  
 Josh Shankland, Dishwasher  
 Lisa Siddell, Cashier/Prep  
 LeeAnn Smith, Prep

### INSTITUTIONAL TECHNOLOGIES

Ken Styron, Chief Information Officer  
 Tammy Larson, Manager of Institutional Technologies  
 Julie Eischen, Technology Support Specialist  
 John Fraser, Technical Support Representative

### OFFICE OF STUDENT LIFE

Jason Ramaker, Dean of Students  
 Jim Amelsberg, Director of Counseling  
 Mary Mathiasen, Director of Student Health Services  
 Anna Moglestad, Administrative Coordinator of Student Life, Parking, and Campus Security

Sharese Hall, Area Coordinator of Johnson-London Hall and  
 Timberland Apartments / First Year Experience Coordinator  
 Anne Marie Werthmann, Area Coordinator of Ormseth  
 Hall, Rasmusson Hall, and Theme Houses / Campus Ministry  
 Coordinator

Alyssa Braun, International Student Coordinator  
 Brett Geelan, Director of Intramurals & Recreation /  
 Coordinator of Student Transportation / Student Mail and  
 CIC Desk Supervisor

### STUDENT SENATE OFFICERS

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 Karissa Vetsch, Vice President  
 Karsen Houck, Treasurer  
 Kaylie Brindley, Secretary  
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### FACULTY

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 Richard A. Hanson . . . . . (2005–2010)  
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# NOTES

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